Parsons, A. Rebecca

1930

Method of determining a functional spelling vocabulary for grade pupils, the problems involved, and the available helps in the solution.

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METHOD OF DETERMINING A FUNCTIONAL SPELLING VOCABULARY FOR GRADE PUPILS, THE PROBLEMS INVOLVED, AND THE AVAILABLE HELPS IN THEIR SOLUTION

A Thesis Presented for the
Degree of Master of Education

By
A. Rebecca Parsons, B. S. in Ed.

BOSTON UNIVERSITY
1930.

Approved by:

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Boston University
School of Education
Library

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METHOD OF DETERMINING A FUNCTIONAL SPELLING VOCABULARY FOR GRADE PUPILS, THE PROBLEMS INVOLVED, AND THE AVAILABLE HELPS IN THEIR SOLUTION

INTRODUCTION

Purpose of the Study

The purpose of this study is to discover the problems involved in determing a functional spelling vocabulary, the data available for the solution of these problems and a method of procedure in the use of these data. Since the purpose of spelling is to provide words for present or future use in doing writing involved in the ordinary affairs of life and since the social standard of this writing is one hundred percent perfect the selection of such a vocabulary is of extreme importance.

Present Status of Spelling Vocabularies

With the purpose thus stated it is evident that the value of such a study is dependent upon the present status of spelling vocabularies or, in other words, the work already accomplished in this field. Several spelling books have recently been published the authors of

which claim to have made wide use of the important available investigations in the selection of the words included in their lists.

If these authors have drawn on the available investigations freely it is fair to assume that there should be not only close agreement in the words selected but also in the grade allocation of these words. However an analysis of the vocabularies of ten recent spellers by Erech Selke clearly indicates that such an assumption is far amiss.[1]

By this analysis Selke found a total of 8,427 different words distributed in the books as shown in Table I on the following page. This table should be read as follows: There are 1,080 or 12.8 percent of the words common to all ten spellers, "a surprisingly low percentage when one considers that the investigations from which the words were derived are supposedly the same", 680 words common to nine spellers, etc. The tabulation for speller one shows that 2,350 words or 27.9 percent of the words were found in only one of the spellers.

This analysis further shows that the number of different words per speller ranges from 2,708 to 4,845 words. "One speller contains 725 words not found in

---

[1]Selke, E. A Study of the Vocabulary of Ten Spellers. Elementary School Journal, XXIX (1929), p. 767-770.

TABLE I. DISTRIBUTION OF THE 8427 DIFFERENT WORDS FOUND IN THE TEN SPELLING TEXTBOOKS ACCORDING TO THE NUMBER OF BOOKS IN WHICH THEY WERE FOUND.*

Number of Books	Number of Words	Percentage of Words
10	1,080	12.8
9	680	8.1
8	476	5.6
7	425	5.0
6	458	5.4
5	496	5.9
4	565	6.7
3	748	8.9
2	1,147	13.6
1	2,350	27.9
Total	8,427	99.9

*Selke, E. op. cit., p. 767-770.

any other. These words constitute 15 percent of the total number of words in that particular book."

The second part of Selke's study was that of the grade placement of the 1080 words common to all ten spellers. "The introductions to the spellers indicate that all available studies in grade placement were used

and that frequently, where differences were found to exist, the words were given to pupils in the several grades to determine their grade placement. This procedure should assure considerable uniformity in the grade placement of words, and one might assume that a very large number of these words should be allocated in the same grade." However the facts shown in Table II fail to confirm this assumption.

TABLE II. GRADE PLACEMENT OF THE 1080 WORDS COMMON TO THE TEN SPELLERS.*

Placement of Words	Number of Words
One grade	3
Two successive grades	267
Three successive grades	459
Four successive grades	205
Five successive grades	41
Six successive grades	4
Total	979
Two grades-not successive	2
Three grades-not successive	47
Four grades-not successive	41
Five grades-not successive	11
Total	101
Grand total	1080

*Selke, E. op. cit., p. 767-770.

From the preceding table it is seen that of the 1080 words common to all ten textbooks, only three are in the same grade. "Two-thirds of the words common to all ten are placed in two or three successive grades, but there is little agreement as to the placement of the remaining one-third of the words."

Still a third factor that causes disagreement is the number of words necessary to provide for superior pupils. Several authors make no provision for individual differences while others vary from 310 words, 400 words, to 1787 words.

It is evident therefore that there is need for further and more accurate studies to determine the words to be included, their grade placement, and the number of words required by pupils of different abilities.

Materials and Method

The materials used for study are: (1) a compilation of adult vocabulary studies, (2) six lists based on adult vocabulary studies together with grade placement of the words, (3) two lists having grade placements based on children's themes, one speaking vocabulary study and a compilation of three speaking vocabulary studies, and (4) five reading vocabulary studies. Other data are the findings of research and experimentation in the fields of Educational Methods, Curriculum Construction, and Measurements of Intelligence.

The method used was: (1) to select vocabulary studies on the basis of the purpose and objectives, (2) to compile these lists and check by the Commonwealth and Thorndile Lists, (3) to select three lists of words in accordance with the needs of pupils of different levels of ability, and (4) to alphabetize these three lists for reference in written work and in study.

METHOD OF DETERMINING A FUNCTIONAL SPELLING VOCABULARY FOR GRADE PUPILS, THE PROBLEMS INVOLVED, AND THE AVAILABLE HELPS IN THEIR SOLUTION

Problems Involved in Spelling

Research in the fields of Psychology, Educational Methods, and Curriculum Construction shows that there are several problems involved in determining a functional spelling vocabulary for grade pupils, namely: (1) the selection of words which will function not only in the child's present writing but will also satisfy his adult needs, (2) the placing of these words in so far as possible in the grade in which the pupils need them, (3) the adapting of the size of the vocabulary to the abilities and needs of the pupils, (4) the selecting of the three lists in accordance with these abilities and needs, (5) the grouping of each list into units of study, and (6) the methods of using these lists and the interpretation of results together with remedial work necessary to make this vocabulary functional.

Basis for Selection of Data

As a basis for the solution of the above problems

the purpose of spelling must be defined and its objectives formulated. Then the vocabulary should be determined in accordance with this purpose and these objectives. Now the purpose of spelling is, "To provide the pupil with words that he uses or will use in the future in doing the writing involved in carrying on the everyday affairs of life."[1] In these affairs the social standard is not less than one hundred percent perfect. "Therefore spelling is most vitally connected with written English. Hence, it should be closely correlated with this subject and should be motivated by the immediate interests and activities of the child."[2] For the accomplishment of this purpose the following objectives are necessary:

1. To make automatic the spelling of all the common words needed in a writing vocabulary, both for present and for future use.

2. To develop a "spelling consciousness".

(That is the ability to recognize almost instantly whether one knows the correct spelling of a word or not.)[3]

---

[1]Tidyman, W. F. The Teaching of Spelling, p. 1.

[2]Mahoney, J. J. Standards in English, p. 25.

[3]Tidyman, W. F. The Teaching of Spelling, p. 91-93.

3. To develop a "spelling conscience".

(That is an ardent purpose or desire to spell correctly, or an ideal of correct spelling. This conscience is annoyed by incorrect spelling and is satisfied only with correct spelling".)[4]

4. To develop a dictionary habit.

5. To develop a technique for the study of spelling.

Types of Vocabulary Studies Contributing

The accomplishment of these aims, it is evident, is dependent upon the use of the findings of investigators in several distinct lines of research, while determining the words to be included and the methods to be employed to make these words a functional writing vocabulary. In accordance with the purpose and objective of spelling the vocabulary should contain only the common words needed in writing[5] both for present and future use. In making such a list two types of vocabulary research should contribute, namely, studies of adults' writing vocabularies and of children's writing

---

[4]Department of Superintendence, Fourth Year, p. 126.

[5]Wilson and Hoke, How to Measure, p. 7.

TABLE III. EARLY STUDIES OF ADULT WRITING

Author	Material	Running Words	Different Words
Chancellor	Personal & Business Letters		1000
Ayres, L. P.	Personal & Business Letters	23629	2001
Nicholson	A Compilation		
a.	Friends' Letters	19268	752
b.	Social Letters		719
c.	California Barrel Company	2412	665
d.	Department Store, Calif.	10834	1576
Cook & O'Shea	Personal Correspondence	285614	5200
Anderson, W. N.	Written Correspondence	361184	9223
Houser, J. D.	Farmers' Letters	65500	1869
Clarke, W. F.	Letters to Editors	28292	3360
Horn, Ernest	Bankers' Letters	67581	2623
Horn, Ernest	Personal Letters	100000	5239
		864334	

vocabularies.

While the study of J. M. Rice, "The Futility of the Spelling Grind"[6] is not vocabulary research, yet it should be included since it is the pioneer piece of research work in spelling, and since, through the eliminating of time and method as the chief factors in producing better spelling, it led to the problem of the vocabulary needed for writing, and hence to the studies listed in Table III above.

[6]Rice, J. M. The Futility of the Spelling Grind. Forum XXIII (1897), p. 163-172.

In the first column the table gives the authors of these early studies, in the second the types of personal and business letters analyzed, in the third the number of running words, that is the entire number of words in the letters analyzed, and the last column the number of different words in each study. The total number of different words is not given because this would necessitate a compilation of the studies.

Such a compilation was made in 1919 by Dr. Ernest Horn. This, with the available new investigations up to 1922 added, is known as "The Compilation of 1922". From these 865,000 running words he obtained more than 5,000 different words. But many of these had a very low frequency as shown by Table IV.

TABLE IV.[7] "LOWER FREQUENCY LIMITS OF THE FIRST TEN 500 WORD GROUPS COMPILATION OF 1922

1-500	194
501-1000	77
1001-2000	44
2001-2500	18
2501-3000	12
3001-3500	88
3501-4000	6
4001-4500	4
4501-5000	3

[7]Horn, Ernest A Basic Writing Vocabulary. Monographs in Education, First Series, No. 4 (Apr. 1926) p. 19-20.

This table should be read: There are 500 words in this compilation with a frequency of 194 or more, 1000 words with a frequency of 77 or more, etc.

It is clear from thistable that the reliability of the counts decreases very rapidly after the first thousand words, and that more extensive tabulations are necessary to establish the importance of words of lower frequency."

The studies listed in Table V made later under a grant from the Commonwealth Fund greatly increased the reliability:

[8]TABLE V. LATER STUDIES OF ADULT WRITING

Extent of the Vocabulary of	
I. Business Correspondence	1,436,223
II. Personal Correspondence	1,433,943
III. People of more than Average Literary Ability	
a. Letters of Well-known Writers	704,837
b. Letters in Magazines	147,904
IV. Letters of Application	157,069
V. Adult Writing Needs other than Correspondence	

[8]Horn, Ernest, op. cit., p. 21-41.

a. Minutes, Resolutions Reports	126,459
b. Excuses Written to Teachers	30,948
VI. Letters of a Single Individual	235,093
Total running words	7,272,482

The compilation of these investigations with the earlier ones totaling 5,136,816 running words and 36,373 different words contributes not only to the reliability of the first 5000 words in importance but also makes possible the selection of the 10,000 most important words. All of which as shown by the credit range, 715,130 to 14, have a much higher frequency than in the former compilation. This relative frequency of each word indicated by a number or by a number and a letter placed beside it adds to the usefulness of this word list by making it possible to select the first 500, the second 500, etc., up to 5000 words and thereafter by thousands up to 10,000 inclusive.

The above list known as "The Commonwealth List" makes possible the selection of the words most commonly used by adults. But the objectives of spelling also require the common words used by children. Hence vocabulary studies in the field of "Children's Themes" must be added. Of these Table VI gives the most important.

While a complete compilation of these studies has not been made yet comparisons of the vocabularies of children's themes with that of adults show that: (1) comparitively few words found in children's themes are not found in

TABLE VI. STUDIES OF CHILDREN'S THEMES

Author	Materials	Running Words	Different Words
Jones, W. F.	75,000 Children's Themes	1,500,000	4532
Smith, H. J.	Children's Spontaneous Use		
Bauer, N.	1800 Children's Themes	2500000	
Barthelmess, N.	Misspelled Words in 70 Elementary Schools	15933	5231
Kansas City	49,797 Themes in 55 Schools		4446
Tidyman, W. F.	Compositions, Grades 3-9	538500	3850
McKee, G. M.	180 Themes from 7 cities	18938	2329
McKee, G. M.	Compilation of 4 studies		

investigations of adult writing, (2) many words required by adults have not yet been found in the writings of children, and (3) children use a few words not in the Thorndike List. From the above it is seen that the studies in this field contribute a little to the content of the spelling vocabulary, but that their chief value lies in their contribution to the grade placement of words.

The correct grade placement of words, as shown by the purpose and aims of spelling is second in importance to content. A word should appear either in the reading or speaking vocabulary previous to its placement in the spelling vocabulary. Such an allocation is confirmed not only by the objectives of spelling but also by the ease of learning known words as contrasted with that of learn-

ing unfamiliar words.[9] It should also, in so far as possible, be placed in the grade in which the child needs it in his written work. Hence the value of the studies of children's themes previously cited. A third type of vocabulary study, then, which should further contribute to the grade allocation of words is that of reading, several of which are listed in Table VII.

TABLE VII. STUDIES OF READING VOCABULARIES

Author	Title
Kircher, H. W.	Vocabulary of Thirty-seven Primers and First Readers
Packer, J. L.	Vocabulary of Ten First Readers
Housh, E. T.	Vocabulary of Ten Second Readers
Gregory	Vocabulary of Third Readers
Gates, A. I.	A Reading Vocabulary for Primary Grades
Thorndike	Teachers Word Book

Still a fourth type of study that should prove valuable in the primary cycle is that of the speaking vocabulary. Table VIII indicates important studies in this field.

---

[9] Horn, Ernest. "The Influence of Past Experience upon Spelling." Journal of Educational Research, (April, 1929)

TABLE VIII. STUDIES OF CHILDREN'S SPEAKING VOCABULARIES

Author	Title
Twenty-fourth Year-book	Compilation of (1) The Speaking Vocabulary of Eight Children, Ages One to Six Years; (2) The Spoken Vocabulary of Kindergarten Children, 200000 Running Words, and (3) The Spoken Vocabulary of First Grade Children, 70000 Running Words.
Hosic	Vocabularies up to and Including the First Grade.
Smith	An Investigation of the Development of the Sentence and the Extent of the Vocabulary of Young Children.
Horn, M. D. Mrs. and Committee	A Study of the Vocabulary of Children before Entering the First Grade.

Solution of Problems One and Two

Having defined the purpose and objectives of spelling as a basis for the selection of data and having enumerated the data necessary for the solution of the first and

second problems, namely, (1) the selection of words which will function not only in the child's present writing but also contribute to his adult needs, and (2) the placing of these words in so far as possible in the grades in which the pupils need them, the first step in the solution of these problems is that of compiling lists from each of the fields of vocabulary research.

The lists selected from the field of adult vocabulary studies or based on these are: the Commonwealth List which is to be used as a check, Ayres Scale, The Boston Word List, Horn Ashbough List, Pryor List, and Wasburn List. Those selected from the field of speaking vocabularies are the Horn List and the compilation by the reading committee of the Twenty-fourth Yearbook including Horn's Study, Mrs. Ernest Horn's Study, and P. C. Packer's Study. Those included from the field of children's themes are: the Jones List and the Tidyman List. And those included from the field of reading vocabulary studies are: the Gate's List, the Housh List, the Kircher List, the Packer List and the Thorndike Word List as a check.

Since the majority of the above lists were tabulated according to frequency or use rather than alphabetical the first work in compiling these lists is that of preparing a skeleton paper having guide letters proportionately spaced in accordance with the probable number of words under each. The spacing was determined in the following manner. The approximate number of words in the dictionary used was fifty-thousand; the probable number of words in the compilation was about ten thousand, therefore the approximate

space allowance for each of the guide letters was one-fifth of the space allowed in the dictionary. For example the number of words beginning with "aa" in the dictionary was three, therefore the number of words for which spaces were left on the skeleton pages was one-fifth of three or one space, therefore three-fifths. Similarly the number of words beginning with "aba" in the dictionary was nine, therefore the number of words for which spaces were left on the skeleton pages was one-fifth of nine or approximately two spaces. The following sample pages (p. 38-54) showing the skeleton guide for alphabetizing the letter "A" words, and pages 55 to 71 showing the completed pages further explain this process.

Skeleton Guide for Alphabetizing

AA — ABU

a

aa

aba

abb

abd

abe

abh

abi

abj

abl

abn

abo

abr

abs

abu

Skeleton Guide for Alphabetizing

ABY	ACL
aby	
aca	
acc	
	ace
	ach
	aci
	ack
	acl

Skeleton Guide for Alphabetizing

ACM	ADJ
acm	add
acn	
aco	
acq	
acr	
	ade
	adh
act	
	adi
	adj
acu	
ada	

Skeleton Guide for Alphabetizing

ADJ	AFA
	adv
adm	
adn	
ado	
	ady
	adz
adr	ae
adu	
	afa

Skeleton Guide for Alphabetizing

AFF	AGN
aff	aga
	age
afg	agg
afi	
	agh
afl	
	agi
afr	
	agl
aft	agn

Skeleton Guide for Alphabetizing

AGO — ALA

ago

agr

agu

ah

ahe

aid

aig

ail

aim

air

ais

aja

aki

ala

Skeleton Guide for Alphabetizing

ALB — ALO

alb

all

alc

ald

ale

alf

alg

alm

ali

alo

alk

Skeleton Guide for Alphabetizing

ALP	AMM
alp	am
	ama
alr	
	amb
als	
alt	
	ame
alu	ami
alw	amm

Skeleton Guide for Alphabetizing

AMN	ANN
amn	anc
amo	and
	ane
amp	ang
amu	ani
an	ank
ana	ann

Skeleton Guide for Alphabetizing

ANO — APP

ano

ans

apa

ant

ape

api

apo

anu

anx

app

any

Skeleton Guide for Alphabetizing

APP | ARB

app

apr

apt

ara

arb

Skeleton Guide for Alphabetizing

ARC	ARR
arc	ark
	arm
ard	
are	arn
	aro
arg	
	arr
ari	

Skeleton Guide for Alphabetizing

ARR	ASS
arr	asi
	ask
	asl
as	
asb	asp
asc	
	ass
ase	
ash	

Skeleton Guide for Alphabetizing

ASS | ATT

---

ass

asy

at

ate

ath

atl

ast

atm

att

asu

Skeleton Guide for Alphabetizing

ATT	AUT
att	auc
	aud
	aug
	aun
	aur
	aus
	aut
aub	

Skeleton Guide for Alphabetizing

AUT	AWH
aut	avo
	awa
aux	
ava	awe
ave	awf
	awh
avi	

Skeleton Guide for Alphabetizing

AWK	AXL
awk	axe
awl	axi
awn	axl
ax	

Alphabetical List

AA	ABU
	able
a	
a	abn
aba	abo
	aboard
	about
abb	above
abbreviate	abr
abbreviation	abroad
abd	
	abs
abe	abscess
	absence
abh	absent
	absolute
abi	absolutely
ability	abstract
	absurd
abj	
abl	abu
	abundance

Alphabetical List

ABY ACL

aby

aca
academy

acc
accent
accept
acceptance
accepted
accident
accidentally
accommodate
accompanied
accompany
accompanying
accomplish
accomplished
accordance
according
accordingly
account
accredited

accurate
accuse
accused
accustomed

ace

ach
ache
aches

aci
acid

ack
acknowledge

acl

Alphabetical List

ACM ADJ

acm

aco

acorn

acq

acquaintance

acquainted

acquire

acr

acre

across

act

act

acted

acting

acu

ada

add

add

added

adding

addition

additional

address

addressed

addresses

ade

adh

adi

adj

adjective

adjust

adjusted

adjustment

Alphabetical List

ADJ

adm
administration
administrator
admire
admission
admit

adn

ado
adopt
adopted

adr

adu

AFA

adv
advance
advanced
advancement
advantage
adventure
adverb
adverbial
advise
advised
advising

ady

adj

ae
aeroplane

afa

Alphabetical List

AFF | AGN

aff
affair
affected
affection
affectionately
affidavit
afford

afg

afi
afire

afl
afloat

afr
afraid

aft
after
afternoon
afterward

aga
again
against
age
agency
agent

agg
aggregate

agh

agi

agl

agn

Alphabetical List

AGO ALA

ago
ago

agr
agree
agreeable
agreed
agreement
agricultural
agriculture

agu

ah

ahe
ahead

aid
aid

aig

ail
ailing
aim
aiming

air
airing

ais
aisle
aja

aki

ala
alarm
alarmed

Alphabetical List

ALB ALO

alb
album
albumen

alc
alcohol

ald

ale

alf
alfalfa
alg
algebra
ali
alike
alive

alk

all
all
allege
alley
alliance
allies
alligator
allotment
allow
all right

alm
almanac
almonds
almost
alo
alone
along
aloud

Alphabetical List

ALP — AMM

alp
alphabet

alr
already

als
also

alt
although
alto
altogether

alu
alum
alumni

alw
always

am
am

ama
amateur

amb
ambition
ambitious
ambulance
ambush

ame
amendment
America
American

ami

amm
ammunition

Alphabetical List

AMN	ANN
amn	anc
	ancient
amo	
among	and
amount	and
amounting	
	ane
amp	
ample	ang
	angel
	anger
amu	angle
amuse	angry
amusement	ani
amusing	animal
an	ank
an	ankle
ana	
analysis	ann
analyze	anniversary
anarchist	announce
anatomy	announced

Alphabetical List

ANO APP

ano
another

ans
ans.
answer
answering

ant
antarctic
antecedent
anticipate
anticipating

anu

anx
anxiety
anxious
any
any

anybody
anyhow
anyone
anything
anyway
anywhere

apa
apart

ape

api
apiece

apo
apologies
apologize
apology
apostrophe
app
apparatus
apparently
appeal

Alphabetical List

APP ARB

app

appear

appearance

appeared

appendicitis

appetite

apple

applicant

application

applied

apply

appoint

appointed

appointment

appreciate

appreciated

appreciating

appreciation

appreciative

approach

approached

appropreate

approved

apr

Apr.

April

apricot

apron

apt

apt

ara

arb

arbor

Alphabetical List

ARC	ARP
arc	ark
arch	
archers	
arctic	arm
	arm
are	army
are	
area	
aren't	arn
	aro
	arose
arg	around
argue	
argument	
	arr
ari	arrange
arise	arranged
arises	arrangements
arithmetic	arranging

Alphabetical List

ARR

arr
arrest
arrival
arrive
arrived
arriving
arrow
art
art
as
as
asb

asc

ase

ash

ASS

asi
aside

ask
ask
asked
asking

asl
asleep

asp
asparagus

ass
assassination
assembly
assessor
assignment
assist
assistance
assistant

Alphabetical List

ASS — ATT

ass
associate
associated
association
assortment
assume
assurance
assure
assured
assuring

ast
astonish

asu

asy
asylum

at
at

ate
ate

ath
athlete
athletic
athletics

atl
Atlantic

atm
atmosphere

att
attach
attached

Alphabetical List

ATT | AUT

att
attack
attacked
attain
attempt
attend
attendance
attendant
attended
attending
attention
attic
attitude
attorney
attract
attraction
attracting
attractive

aub

auc
auction

aud
audience
audited

aug
Aug.
August

aun
aunt
auntie

aur

aus

aut
author
authority

Alphabetical List

aut
authorized
auto
autobiography
automatic
automobile
autumn

aux
auxiliary

ava
avail
available
ave
Ave.
avenue
average

avi

avo
avoid

awa
await
awaiting
awake
awakened
awarded

awe

awf
awful
awfully
awh
awhile

Alphabetical List

AWK	AXL
awk	axe
awkward	
awl	axi
awl	
awn	
	axl
	axle
ax	
ax (axe)	

In addition to the alphabetizing the frequency or grade allocation of each word in the various lists is tabulated. As an illustration of this compilation the "A" words are included, pages 54 to 71. From these pages it is seen that the lists are grouped into adult vocabulary studies, children's themes, speaking and primary reading vocabularies. In these studies the grade placement or frequency of the word is indicated by symbols for each list opposite the word.

Key to Lists

Adult Vocabulary Studies

The figures in the first column, the Commonwealth List,[11] indicate s the thousand and the letter the half of the thousand the word is in. To illustrate the 4 in the symbol 4a beside the word "ability" indicates that "ability" is in the fourth thousand, and "a" that it is in the first half of that thousand; the 3 in the 3b opposite the word "absolute" indicates that this word is in the third thousand, and the "b" that it is in the second half of that thousand.

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[11] Horn, Ernest, A Basis Writing Vocabulary. University of Iowa Monograph, First Series. No. 4 (1926).

Word	ADULT WRITING VOCABULARIES						CHILDREN'S THEMES			SPEAKING VOCABULARY	READING VOCABULARIES					
	Common wealth List	Anderson List	Ayres Scale	Boston Ward List	Horn Ashbaugh List	Pryor List	Washburn List	Jones List	Tidyman List	Horn List	Reading Committee Compilation	Gates List	Housh List	Kircher List	Packer List	Thorndike Word List
a	1A		C	1			3'			1A1 1A1 1A1	*	30	3818	*	1869	1A1
abbreviate				6												
abbreviation				6				6								
ability	4A	29-4		8	8		6^2	8								2b
able	1A	277-6	L	4	4	4	3^2	4	III-4			1443			1	1b
aboard			O	4					III-7	2b X X						4b
about	1A	1079-6	H	2	1	3	3^2	2		$1A^2$ $_2$ $1A^4$	*	204	237	*	3	1a1
above	1A	154-6	L	3	3	3	4^1	2		$1b^{1A}$ 3a 2b		1073		*	91	1a3
abroad	3B				6			8							5	3a
abscess								8								
absence	2A	12-4	T	6	7		6^2	6								3b
absent	2A	6-3		4	4	6		3	I-3	3a4a 3a						3a
absolute	3B	8-3					6^1									3b
absolutely	1B	45-4			7		6^2									2b
abstract	3B	52-4			8		5^2									3
absurd					8			7								8
abundance								8								3b
abundant				8				8								3b
abuse								6								3b
abused								6								3b
academy																4b
accent								7								4b

COMPILATION

Word	ADULT WRITING VOCABULARIES							CHILDREN'S THEMES	SPEAKING VOCABULARY	READING VOCABULARIES					
	Common wealth List	Anderson List	Ayres Scale	Boston Ward List	Horn Ashbaugh List	Pryor List	Washburn List	Jones List	Tidyman List	Horn List	Reading Committee Compilation	Gates List	Housh List	Kircher List	Packer List	Thorndike Word List
accept	1a	70-6	T	6	6	6		5								2a
Acceptance	3a	70-3			8		6^2									
accepted	2a				8											
accident	3a	23-4	T	6	6	7	6^2	7	I-5							4a
accidentally									III-9							
accommodate	3b	9-3		8	8			7								5b
accompanied	3b				8			8								
accompany	4a			8	7		6^2	8								2b
accompanying		9-3														
accomplish	4a	12-3		7			6^2									2b
accomplished	3b	6-3			7											
accordance	1b	26-3			7		6^2									
according	1b	59-5	R	8	7	4	6^1	8								2a
accordingly	2a	22-3			8		6^2									3b
account	1a	276-6	M	6	8 5	4	5^2	5	I-4							1b
accredited		6-3														
accurate	4a				7			7								
accuse								4								3b
accused					5			4								
accustomed	4b				8			8								3a
ache		10-5		4	5	4	6^1	2		3a					1	3b
aches								2		4a						

Word	ADULT WRITING VOCABULARIES							CHILDREN'S THEMES	SPEAKING VOCABULARY		READING VOCABULARIES				
	Common wealth List	Anderson List	Ayres Scale	Boston Word List	Horn Ashbaugh List	Pryor List	Washburn List	Jones List	Tidyman List	Horn List	Reading Committee Compilation	Gates List	Housh List	Kircher List	Packer List	Thorndike Word List
aching								2								
acid								6								
acknowledge	1b	43-5		8	7	7	6^2	8								4a
acorn								3		3a X 3b					4	
acquaintance	2b	14-4		7	8	6	6^2	7								3a
acquainted	2a	38-6		8	7		6^2	7								3b
acquire	4a	6-4		7			6^2	7								3b
acre	4a	103-5		5	5		5^2	3	III-4							2b
across	2a	36-5	K	4	3	3	4^2	2	I-3	1a4,1a5 1b	*	669		*	46	1a5
act	1b	43-4	N	5	4	3	4^2	3	I-3	3a X X	*	834			5	1b
acted	3b	10-4			5					2b X 3a						
acting	3a	7-3														
action	1b	74-3	O	5	6	7	5^2									2a
active	2b	27-5			5		5^2								2	3a
activity	4b	8-4			8											
actor		12-3														5a
actual	2b	19-3			7		6^2									2b
actually	2b	17-5			8		6^2									
add		66-6	I	2	3	2	3^2	2	I-3			1329				1a
added	2a	20-4			3		4^1								2	1a
adding	4a	5-3			4											
addition	1b	10-4	Q	3	5	3	6^1	3								2b

		ADULT WRITING VOCABULARIES						CHILDREN'S THEMES		SPEAKING VOCABULARY		READING VOCABULARIES				
Word	Common wealth List	Anderson List	Ayres Scale	Boston Word List	Horn Ashbaugh List	Pryor List	Washburn List	Jones List	Tidyman List	Horn List	Reading Committee Compilation	Gates List	Housh List	Kircher List	Packer List	Thorndike Word List
Additional	1b	38-4			7		6^2									5b
address	1a	157-6	0	6	5	5	5^1	5	III-7	3a X X						2a
addressed	1b	30-5			6		6^1									
addresses	3b	13-3			6		5^2									
adjective								5								6
adjust	2b	10-4			7											9
adjusted	3b	14-4			8											
adjustment	1b	15-3			7		6^2									5
administration	3b	15-3					6^2									5a
administrator		6-3			7											5
admire	3b			7	5		4^2		III-3						1	5b
admission	4b	11-3			7	6		6								10
admit	2b	6-3		6	7		6^1									2b
adopt	4a		R	7	7	7										3a
adopted	2b	18-3					6^1	7								
advance	1b	81-5		7	6		5^2		III-8							2a
advanced	2b	45-5			6		6^1									
advancement		6-3														8
advantage	1b	94-6		7	6	6	6^1	7								2a
adventure		5-3		8	7		5^2		II-6							3b
adverb								5								
adverbial								8								

Word	Common wealth List	ADULT WRITING VOCABULARIES: Anderson List	Ayres Scale	Boston Word List	Horn Ashbaugh List	Pryor List	Washburn List	CHILDREN'S THEMES: Jones List	Tidyman List	SPEAKING VOCABULARY: Horn List	Reading Committee Compilation	Gates List	READING VOCABULARIES: Housh List	Kircher List	Packer List	Thorndike Word List
advise	1b	134-4			6		5^2	6								2b
advised	1b	26-3			6		6^1									
advising	1b	24-3			7		6^1									
aeroplane				5				8								
affair	2b	25-5	3	8	7	8	6^2	8	III-8							2b
affected	4a							8								3a
affection	3b				8			8								3b
affectionately	3a	11-4		6	8											3b
affidavit	4b	15-3			8		6^2									
afford	2b				7		6^1	6	II-7							3a
afire							4^1		II-5							
afloat		20-3					5^2									9
afraid	1b	66-5	0	3	3	3	5^1	2	I-3	1a5,2b 1b	*	1001	100	*	45	1b
after	1a	541-6	I	2	1	2	3^2	2	I-3	1a3,1b 1a3	*	371	118	*	40	1a1
afternoon	1a	160-6	K	3	3	5	4^1	2	IL-3	1b,3a 1b	*	952				1b
afterwards	2b	12-3			5		5^2					1376				2a
again	1a	452-6	M	2	3	3	4^1	2	I-3	1a3,1b 1a2	*	214	201	*	106	1a1
against	1a	109-6	R	4	5	5	5^2	2	I-4	2a,3b 2a		644		*	3	1a1
age	1b	55-6	J	2	4	4	3^1	4	I-3			566				1b
agency	2b	55-4			8		6^2									5b
agent	1b	131-5			4		4^2	4								4b
aggrevate								7								

		ADULT WRITING VOCABULARIES						CHILDREN'S THEMES	SPEAKING VOCABULARY	READING VOCABULARIES					
Word	Common wealth List	Anderson List	Ayres Scale	Boston Word List	Horn Ashbaugh List	Pryor List	Washburn List	Jones List	Tidyman List	Horn List	Reading Committee Compilation	Gates List	Housh List	Kircher List	Packer List	Thorndike Word List
ago	1a	324-6	E	2	3	2	3^2	2	II-3	1,b2a, 1b		1291		*	4	1b
agree	1b	37-4			5		4^1	5	III-6							2a
agreeable	2b	6-5		8	7	5	6^1	8								3b
agreed	2b	8-3			5			5	II-4							
agreement	2a	6-5	U	7	5	6										5a
agricultural		8-3			8											4b
agriculture	3b	53-5		5	8		6^2	4	II-7							3a
ahead	2a	37-6		4	3		4^2	2	I-3	2a,3b 2a					1	3b
aid	2a	49-5			6		5^2	6								2a
ailing								6								9
aim	2b	26-5			5		5^2	4								2b
aiming								4								
air	2a	26-4	J	2	3	2	3^2	2	II-3	1b,1b 1b	*	506	57	*	19	1a1
airing								6								
aisle				5				3								5b
alarm				5		4	4^1	5	II-4						4	1b
alarmed								5								
album								4								6
albumen								5								
alcohol				8				5								7
alfalfa		20-4					6^1									7
algebra		11-5		7	8		6^2		III-8							6

Word	ADULT WRITING VOCABULARIES							CHILDREN'S THEMES		SPEAKING VOCABULARY	READING VOCABULARIES				
	Common wealth List	Anderson List	Ayres Scale	Boston Word List	Horn Ashbaugh List	Fryor List	Washburn List	Jones List	Tidyman List	Horn List	Reading Committee Compilation	Gates List	Housh List	Kircher List	Packer List	Thorndike Word List
alike	4b		I	2	5	3	3[1]	3	III-5	3a,3a X		-				2b
alive	3a	9-4			2			2	III-4	3a,3b, 2b						2a
all	1a	2269-6	F	1	1	3	3[1]	2	I-3	lal,lal, lal	*	77	804	*	380	lal
allege			Z			8										9
alley		7-5			8	3		3		2a,3a 2b						5a
alliance							6[2]	7								6
allies									II-6							
alligator								6	III-6	2a,X 3a						7
allotment		8-3														
allow	1b	50-4	Q	4	5	3	6[1]	3	III-6							1b
allowed	1b	26-4			7	4	6[2]	3	III-5							
all right	2b	66-6		5	4		6[2]		II-3							
almanac								6	III-4							5
almonds								8								7
almost	1a	165-6	N	3	3	3	4[2]	3	I-3	la3,2a 1b	*	661	43	*	18	la4
alone	1b	103-6	L	4	2	2	4[2]	2	I-4	la5,2a 1b	*	851	44	*	9	la4
along	1a	214-6	J	4	2	3	3[2]	2	I-3	la4,1b la5	*	777		*	39	la3
aloud								5								3a
alphabet				6				5								
already	1a	105-6	R	4	5	5	5[1]	2	I-5	la4,2a la5	*	1191			1	1b
also	1a	647-6	M	3	3	2	4[1]	3	I-3	1b,X 5b		1204		*	1	la3
although	1b	71-6	Q	5	5	5	5[2]	5	II-5							

		ADULT WRITING VOCABULARIES						CHILDREN'S THEMES		SPEAKING VOCABULARY		READING VOCABULARIES			
Word	Common wealth List	Anderson List	Ayres Scale	Boston Word List	Horn Ashbaugh List	Pryor List	Washburn List	Jones List	Tidyman List	Horn List	Reading Committee Compilation	Gates List	Housh List	Kircher List	Packer List	Thorndike Word List
alto								6								
altogether	2b	10-5		6	6	6	6^2	5	III-4							3b
alum								5								
alumni		14-3			8		6^2									
always	1a	239-6	N	3	3	3	4^2	2	I-3	1a4,1b 1a3	*	312		*	40	1a4
am	1a	1828-6	E	1	1	2	3^2	2		1a1,2a 1a1	*	54	300	*	196	1a4
amateur				8					III-9							
ambition	3b	8-3			7		6^2	7								3a
ambitions		6-3		7	8											4b
ambulance				6				6								
ambush								5								
amendment					8		5^2		II-4	2b,X X						
America		7-3														4a
American	2a				5		5^2		II-4	2a,3a 2b	*					
ammunition				8			6^2	8	II-5							7
among	1b	76-6	N	4	4	2	5^1	2	I-3			1091	41	*	1	1a3
amount	1a	254-6	P	6	5	7	4^2	4	I-5							1b
amounting	2a	29-3			8		5^2									
ample	3b	11-4		4	7		5^2									3b
amuse	4b				5			5								4a
amusement	4b				8			7	III-8							5b
amusing	4a				5			5								

Word	Common wealth List	ADULT WRITING VOCABULARIES: Anderson List	Ayres Scale	Boston Word List	Horn Ashbaugh List	Pryor List	Washburn List	Jones List	CHILDREN'S THEMES: Tidyman List	SPEAKING VOCABULARY: Horn List	Reading Committee Compilation	READING VOCABULARIES: Gates List	Housh List	Kircher List	Packer List	Thorndike Word List
an	1a	856-6	E	1	1	2	3^2	2	I-3	1a1,1a2 1a2	*	63	153	*	157	1a1
analysis		15-3			8		6^2									
analyze								5								
anarchist								8								
anatomy								7								
ancient	3b			8	8		6^1	8								2a
and	1a	11893-6	B	1	1		3^1	2	I-3	1a1,1a1 1a1	*	174	4631	*	3375	1a1
angel				5	8	4	5^2	3		2b,4a, 2a					1	2a
anger								8	III-4							2a
angle				7	8		4^1	8								4b
angry	3b			5	5	5	4^2	5	I-5	3a, X 2b			51			2a
animal	4b	18-6		3	4	3	5^2	4	I-4	2a,4a, 3a	*	858			9	1b
ankle	4b	5-3		4	4	2		2								4a
anniversary		7-3			8		6^2		III-6							5b
announce	4b	12-3			7			8								5b
announced	3b							8								
announcement	3b	13-4			8		6^2	8								7
annoy								8								5b
annoyed								8								
annual	2a	59-4	X	7	7	7	6^2	7								3a
annually		14-3					6^2									
another	1a	215-6	L	3	3	3	4^1	2	I-3	1a2, 1a3 1a2	*	680	118	*	22	1a2

Word	Common wealth List	ADULT WRITING VOCABULARIES: Anderson List	Ayres Scale	Boston Word List	Horn Ashbaugh List	Pryor List	Washburn List	Jones List	CHILDREN'S THEMES: Tidyman List	Horn List	SPEAKING VOCABULARY: Reading Committee Compilation	READING VOCABULARIES: Gates List	Housh List	Kircher List	Packer List	Thorndike Word List
ans.		18-3					5^1									
answer	1a	233-6	P	3		3	4^2	2	I-4	2a,4a 2b		1039		*	6	1a4
answered	2a	31-5		4			5^2	2	II-4						4	
answering	1b	67-6					5^2								1	
antartic								6								4
antecedent								7								
anticipate	3b	6-4														7
anticipating		5-3														
anxiety	4a			8												5
anxious	1b	105-6		6		5	6^2	5	II-4							2b
any	1a	1215-6	K	2		3	4^1	2	I-3	1a2,1a2, 1a2	*	122	104	*	76	1a1
anybody	2b	14-5					5^2		II-3	1b,2a 1b	*					3b
anyhow	3b	5-3													1	
anyone	1b	123-5					4^1		II-4	2a,3a 2a						3b
anything	1a	220-6	L	3		3	4^2	2	I-3	1a4,1a4 1a4	*	1028	38	*	12	1b
anyway	1b	54-6	M	3		3	5^1	3	III-6	1b,2b 1b	*				1	4b
anywhere	2b	30-5					5^1	2	III-5						3	4b
apart	4b	6-3					3^2		III-5	3a,2a, 2a						2a
apiece									III-7							
apologies	4b															
apologize				8				8								
apology	4b							8								4

Word	Common wealth List	ADULT WRITING VOCABULARIES: Anderson List	Ayres Scale	Boston Word List	Horn Ashbaugh List	Pryor List	Washburn List	CHILDREN'S THEMES: Jones List	Tidyman List	SPEAKING VOCABULARY: Horn List	Reading Committee Compilation	READING VOCABULARIES: Gates List	Housh List	Kircher List	Packer List	Thorndike Word List
apostrophe				6				7								
apparatus		10-3						7								
apparently	2a			8				7								
appeal	3a	26-5					6^1									4b
appear	1b	30-4	O	5		3	5^2		I-4						2	3a 1b
appearance	3a	11-3		8			6^2	8	III-7							3b
appeared	3a	17-5					6^1		III-7							
appendicitis		7-3						8								
appetite				6		6		6								3b
apple	4b	41-6		2		3	3^1	2	I-3	la3,2b la4	*	179		*	18	la5
applicant	4b	12-3														5
application	1b	147-6	U	6		6	6^2									3b
applied	2a	9-3						7								
apply	1b			7		7	5^2	7	III-8							2a
appoint			Q	7		7	6^2	8								2a
appointed	2b	22-4					6^1									
appointment	3a	13-4														4b
appreciate	1a	162-6	W	7		7	6^2		III-8							5a
appreciated	1b	34-5														
appreciating		6-3														
appreciation	2b	19-3					6^2									
appreciative				7			6^2									

Word	Common wealth List	ADULT WRITING VOCABULARIES: Anderson List	Ayres Scale	Boston Word List	Horn Ashbaugh List	Pryor List	Washburn List	CHILDREN'S THEMES: Jones List	Tidyman List	SPEAKING VOCABULARY: Horn List	Reading Committee Compilation	READING VOCABULARIES: Gates List	Housh List	Kircher List	Packer List	Thorndike Word List
approach	4b						6^2	7	III-6							2a
approached								7	II-6							
appropriate																
approval	1b	23-3					6^2									
approved	2a	16-3		7			5^2									
Apr.							6^2									
April	1b	110-5	N	3		3	4^2	4	II-3	2b,4a 3b						2a
apricot																4
apron				3			4^2	2	II-4	1b,1b 3a	*	492				3b
apt								6								5a
arbor							3^2	7								
arch																2b
archers				6			3^2	6	III-7							
arctic																5b
are	1a	3885-6	G	1		2	3^1	2	I-3	1a1,1a1 1a1	*	34	766	*	667	1a1
area				5				6								3a
aren't	3a	10-3								1a5,1b 1a2	*	1119			1	
argue																5b
argument	3b	15-4	T	8		8	6^1	8								3b
arise	4a															3a
arises																
arithmetic				4			4^1	3	II-3							

Word	Common wealth List	ADULT WRITING VOCABULARIES: Anderson List	Ayres Scale	Boston Word List	Horn Ashbaugh List	CHILDREN'S THEMES: Pryor List	Washburn List	Jones List	Tidyman List	SPEAKING VOCABULARY: Horn List	Reading Committee Compilation	READING VOCABULARIES: Gates List	Housh List	Kircher List	Packer List	Thorndike Word List
arm	1b	42-5		2		2	4^1	2	I-3	1b,1b	*	275		*	13	1a3
army	2b	26-3	M	6		5	4^2		II-3	1b						1b
arose							3^1		II-5							3a
around	1a	159-6	K	3		3	3^2	2	I-3	1a2,1a1						1a3
arrange	1b	58-5	Q	6		7	6^1	6		1a2	*	258	103	*	30	2b
arranged	2a	19-4					6^2	6								
arrangement	1b	39-5	V	8		7	6^2	8	III-8							5a
arrangements	2a															
arranging	4a							6								
arrest			Q	5		3		3		3a,3b						4a
arrival	2a	19-4		7		6	6^1	8		3b						3b
arrive	2a	33-5	S			5		6	I-6							1b
arrived	1b	45-6					6^1	6	I-5							
arriving	4a	7-3														
arrow				4			4^2	3		2b,3b		1089			11	2b
art	2a	44-5								2a		973				1b
artery								6								
article	1b	69-6	R	6		5	6^2	5	II-8							1b
articles	2a			7				5								
artificial								5								5a
artist		8-4		5			5^2	5								3a
as	1a	3082-6	H	2		2	3^1	2		1a2,1a5	*	329	286	*	264	1a1
										1a2						

Word	Common wealth List	ADULT WRITING VOCABULARIES: Anderson List	Ayres Scale	Boston Word List	Horn Ashbaugh List	Pryor List	Washburn List	CHILDREN'S THEMES: Jones List	Tidyman List	SPEAKING VOCABULARY: Horn List	Reading Committee Compilation	READING VOCABULARIES: Gates List	Housh List	Kircher List	Packer List	Thorndike Word List
associate		5-3	T	8			6^2									3b
associated	4b	6-3														
association	1b	106-6	V	8		7	6^2	8								4b
assortment	3b	7-3														5
assume	2a	17-4					6^2									3b
assurance	3a	9-4														5b
assure	1b	37-5	U	8		7	6^2	8								2b
assured	2a	18-4					6^2	8								
assuring	2a						6^2									
astonish		31-5					5^1		III-6							3a
asylum								8								3
astonished																
at	1a	2477-6	B	1		2	3^1	2		lal,lal lal	*	20	890	*	348	lal
ate	3a	14-3		2		2	4^2	2	II-3	la5,2b 1b	*	262		*	30	2b
athlete				7				5								
athletic			W	6		6		6								5b
athletics	4b	12-3														
Atlantic				5			4^2		II-5							
atmosphere	4b					8		8								5b
attach	2b	10-3					6^2									3b
attached	1b	16-3					6^2									
attack	3b	5-4		6		4	6^2	6	I-4							

Word	Common wealth List	ADULT WRITING VOCABULARIES: Anderson List	Ayres List	Boston Word List	Horn Ashbaugh List	Pryor List	Washburn List	CHILDREN'S THEMES: Jones List	Tidyman List	SPEAKING VOCABULARY: Horn List	Reading Committee Compilation	READING VOCABULARIES: Gates List	Housh List	Kircher List	Packer List	Thorndike Word List
ascend							6^2									3a
ash																3a
ashes							6^2	2	III-3							
ashamed	2b	16-3					5^2	2	II-6						1	2b
ashore							5^2								4	4a
Asia																2b
aside	3a	23-5					4^1		III-5						1	3a
ask	1a	249-6	H	2		2	3^2	2	I-3	1a2,4a 1a4	*	266		*	27	1a4
asked	1a	117-6					4^1	2	II-3	1b,4a, 2a			149		16	
asking	1b	63-5					3^2		III-6							
asleep	3b	5-5		2		2	3^2	2	I-3	2a,3a, 1b	*	746	58	*	51	2a
asparagus				8				7								6
assassin								7								
assassination								7								
assembly	4a	9-4		8			6^1		II-5							3a
assessment		15-3					6^2									3
assessor								8								
assigned	3b	22-3					6^2									
assignment	3b	14-4					6^2									4
assist	2a	31-5	S	7		6	6^2	6							1	2b
assistance	2a	20-3		8		6	6^2	6	III-7							4a
assistant	2b	19-4					6^2									8

Word	Common wealth List	ADULT WRITING VOCABULARIES: Anderson List	Ayres List	Boston Word List	Horn Ashbaugh List	Pryor List	Washburn List	CHILDREN'S THEMES: Jones List	Tidyman List	SPEAKING VOCABULARY: Horn List	Reading Committee Compilation	READING VOCABULARIES: Gates List	Housh List	Kircher List	Packer List	Thorndike Word List
attacked		5-3						6	II-4							
attain		8-4					6^2									3b
attempt	2a	11-4	Q	6		6	6^2	6	III-7							2a
attend	1b	73-5	O	6		3	5^2	8	I-3						4	1b
attendance	3b	16-3		8		8	6^2	8								5a
attendant								8								
attended	2b	13-4					6^2								1	
attending	3a	19-4					5^2									
attention	1a	210-6	R	5		5	6^1	6	I-6							2b
attic							6^1	4	II-7	2b,2b 2a					5	5b
attitude	2b	7-3														5b
attorney	2b	33-4		8			6^2	8								5a
attract	4a								III-7							4a
attraction		11-3						8								5b
attracting									III-8							
attractive	2b	10-4						8								4a
auction								5								4
audience	4a			7				5								4a
audited							6^2									
auditor		14-3														9
Aug.		13-4					4^1									
August	1b	89-6 O		3		2	5^1	2	II-6						3	2a

		ADULT WRITING VOCABULARIES						CHILDREN'S THEMES	SPEAKING VOCABULARY		READING VOCABULARIES				
Word	Common wealth List	Anderson List	Ayres Scale	Boston Word List	Horn Ashbaugh List	Pryor List	Washburn List	Jones List	Tidyman List	Horn List	Reading Committee Compilation	Gates List	Housh List	Kircher List	Packer List	Thorndike Word List
aunt	2a	111-6	N	2		2	4^2	2	I-3	1b,1a5 1a3	*	821			2	2a
auntie		8-3								2b,1b 2a		821				
author	3a	12-4		6		4	6^1	4	II-3							3a
authority	2b	6-3					6^2									2b
authorized	3a															7
auto	2b	69-6	P	5		5	5^1		II-5	1b,1b 1b	*	501				5a
autobiography									III-8							
automatic		12-6														7
automobile	2b	65-4	T	3		5	6^1	2	I-3	1b,1b 1b	*	838				2b
autumn				3		3	6^2	4	II-4	2b, X X					13	2b
auxiliary							8^1	8	III-8							4
avail	4b															11
available	1b	30-3					6^2									5
Ave.	4a	10-3		4			6^1									3
avenue	2b	18-4	R	8		6	6	6	II-4	2b,4a 3b						2b
average	2a	39-5		7			6^1	8								3a
avoid	2b	7-3		7		3	5^2	8	III-6							2b
await	3a	11-3	Q			7	5^2		III-5							2b
awaiting	2a						6^1									
awake	4	59-4							II-4		*			*		
awakened	4a			2			4^1	2	II-4						13	2a
awarded									III-7							

Word	Common wealth List	ADULT WRITING VOCABULARIES: Anderson List	Ayres Scale	Boston Word List	Horn Ashbaugh List	Pryor List	Washburn List	Jones List	CHILDREN'S THEMES: Tidyman List	SPEAKING VOCABULARY: Horn List	Reading Committee Compilation	READING VOCABULARIES: Gates List	Housh List	Kircher List	Packer List	Thorndike Word List
aware	3a	11-3													186	5b
away	1a	111-6	I	2		2	3^1	2	I-3	1a2,1a2 1a2	*	107	426	*		1a2
awful	1b	99-6	P	5		5	6^1	4	III-3	1b,3a, 1b	*					2b
awfully	2a	37-5					6^2			2b, X 2b						
awhile	3a	22-6		4			4^2	2	I-4	2a, 2b 2a						3b
awkward				6		6		6								9
awoke							3^2		II-6			961			9	5a
awl						4		4								
ax (axe)						2	3^2	2		2b,2b 3b		548			7	2b
axle						3		3								8

In the Anderson List[12] the first number indicates the frequency, that is the number of times the word occurred in this study of 361,184 running words containing 9223 different words. From these he selected 3087 words the lowest frequency being five. The second number designates the number of different callings in which the word was used. The six classifications which he made were:

1	Professional	4	Miscellaneous
2	Business	5	Personal
3	Domestic	6	Farmers

To illustrate the 29 opposite the word "ability" indicates that "ability" occurred 29 in 361,184 running words and the 4 designates that it was found in four of the six callings.

In the Ayres List[13] the letter designates the difficulty of the word, "A" being the easiest and "Z" the hardest. While the grade allocation is not given here it is easily found on the scale by reading the average percent of words correctly spelled by different pupils, and placing the columns in the grade in which the pupils correctly spell seventy-five percent of the words. More specificly:

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[12]Anderson, W. N. Determination of a Spelling Vocabulary Based upon Written Correspondence. University of Iowa Studies in Education, No. 52 (1921).

[13]Ayres, L. P. The Spelling Vocabulary of Personal and Business Letters. Russel Sage Foundation, No. E126 (1913).

Grade II includes columns A,B, C, D, E, F, and G

Grade III includes columns H, I, J, and K

Grade IV includes columns L, M, and N

Grade V includes columns O and P

Grade VI includes columns Q and R

Grade VII includes columns S, T, and U

Grade VIII includes columns V, W, X, Y, and Z.

To illustrate, "L" opposite the word "able" indicates that "able" is an easy word allocated in the fourth grade.

In the Boston Word List,[14] the Horn Ashbough List,[15] and the Pryor Lists[16] the figures indicate the grades. In the Washburn List the exponent one indicates the first half of a grade and the exponent two, the second half.

Children's Themes

The second group of studies including the Jones[17] and Tidyman[18] Lists designates the earliest grades in which children use the word in their writing. In addition the Roman numeral in the Tidyman List indicates the thousand.

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[14]Barthelmess, H. M. Boston Word List, Document No. 19.

[15]Horn, E. and Ashbough, E. J. Lippincott's New Horn-Ashbough Speller. J. B. Lippincott Co. (1926).

[16]Pryor, H. C. A Suggested Minimal Spelling List, Sixteenth Yearbook, National Society for the Study of Education.

[17]Jones, W. F. Concrete Investigation of the Materials of English Spelling, University of South Dakota (1913).

[18]Tidyman, W. F. Survey of the Writing Vocabularies of Public School Children in Conn. Teacher's Leaflet No. 15., Bureau of Education, Washington (1921).

Speaking Vocabulary of Preschool and Kindergarten Children.

The third group of studies including Mrs. Horn's Study[19] and a compilation[20] of three studies by the reading committee for the Twenty-fourth Yearbook of the National Education Association is the speaking vocabularies of preschool and kindergarten children. In Mrs. Horn's List the three symbols indicate three sources:

"(1) Words children use while attending kindergarten.

(2) Words children use when stimulated by pictures.

(3) Words children use in the home."

The symbols used to indicate the frequency are the same as those in the Commonwealth and Thorndike Lists. The first figure represents the thousand, the letter "a" the first half of a thousand and the letter "b" the second half, and the figure on the right the hundred of the first half (of the first half) of the first thousand. To illustrate the symbol, 1a2, for the word "about" indicates that "about" is

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[19]Horn, Mrs. M. D., et al Vocabulary of Children before Entering the First Grade. International Kindergarten Union (1928).

[20]National Committee on Reading Compilation. Twenty-fourth Yearbook, National Society for the Study of Education, p. 185-193.

in the first thousand, first half, second hundred; that is "about" is in the second hundred of most common words. The "X" indicates that the word did not occur in that source.

The reading committee, in their compilation gave only the word list, therefore, an asterisk is used to show the occurrence of a word in that list.

Reading Vocabularies of Primary Grades

The last group includes studies of reading vocabularies of primary grades. The first study by Gates[21] includes the 1,500 most common words in reading vocabularies for the first three grades. These words are numbered consecutively from 1 to 1,500. The number represents the relative frequency of the word, 1 being the highest and 1500 the lowest. To illustrate, the frequency number, 1443, for the word "able" means that there are 1442 other words used more frequently than "able".

In the Housh List[22] the frequency range is from 10429, the most frequent to 14, the least frequent.

The frequency of the Kircher List[23] not being given the

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[21]Gates, A. I. A Reading Vocabulary for Primary Grades. Teachers College (1926).

[22]Housh, E. T. Vocabulary of Ten Second Readers. Seventeenth Yearbook, National Society for the Study of Education. Part II, p. 127-144 (1918).

[23]Kircher, H. W. Analysis of Primers. Twenty-fourth Yearbook, National Society for the Study of Education, Part I, p. 193-198. (1925).

words included are indicated by an asterisk.

In the Packer List[24] the frequency ranges from 5250, the most common, to 1, the least common.

The significance of the symbols in the Thorndike List[25] has already been given since both Mr. and Mrs. Horn used the plan of Dr. Thorndike.

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[24] Packer, J. L. Vocabulary of Ten First Readers. Twentieth Yearbook, National Society for the Study of Education. Part II, p. 127-144 (1921).

[25] Thorndike, E. L. The Teacher's Word Book. Teachers College (1921).

Solution of Problem Three

Having found through research a large number of words used by adults in writing and having also found the grade placement of many of these words through the studies of children's themes together with reading and speaking vocabularies a third problem arises, namely, the adapting of the size of the vocabulary to the abilities and needs of the pupils. How many of these words should be taught? Should all pupils be required to learn the same number of words? Again the basis for solution must be the purpose and objectives of spelling while the data must be the findings in the field of psychological research.

The purpose of spelling as previously stated is to provide the pupil with the common words that he uses or will use in the future in doing the writing involved in carrying on the everyday affairs of life. Dr. Jones found that the average writing vocabulary used by children in the grades was approximately 2100 words and that of the eighth grade about 2,500[26] words. Another investigator states that the average number of words used by the high school graduate is not more than 4,000[27] while the average used by adults is approximately 3,000. Therefore a writing vocabulary of 4,000 or 5,000 should be adequate.

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[26] Lindsay, W. B. Spelling., p. 11.

[27] Tidyman, W. F. Op. Cit., p. 9.

Should all pupils be required to try to learn the same number of words? Various sources make the answer to this question evident:

1. Mental measurements reveal individual differences in ability. (High correlation between mental ability and spelling.[28])

2. Psychology shows characteristic differences between bright and dull pupils in acquiring automatic response due to varied abilities in making associations. "Since dull pupils learn to spell by rote they depend upon repetition as their chief tool of learning. This method requires a great amount of time and patience. Therefore the number of words which dull and retarded pupils may learn to spell is quite limited." Added to this handicap dull pupils forget rapidly making very frequent reviews necessary. "The poorest twenty percent in intelligence," Baker says, "probably knows the correct spelling on the average of not more than 500 or 1,000 words. This number probably approximates the actual limit they are capable of attaining. So there is little use of setting their standards at a much higher level." "On the other hand the enrichment of the course of study is an important need for bright pupils."

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[28]Baker, H. J. Characteristic Differences in Bright and Dull Pupils. p. 48.

3. Mental hygiene demands a sizeable task for all.

4. The accomplishment of the first, second, and third objectives depend upon a variation of requirements to suit the ability of each pupil.

Lest such variation and limitation of the spelling task to individual differences lead to the fear that dull pupils will need to overwork their dictionary habit -- a table and diagram from Ayres' Study[29] are included showing that a very large part of the writing vocabulary is made up of a few words repeated many times. In this study the running words aggregated 240,000, the random sampling 23,629, and the different words 2001.

TABLE IX. NUMBER OF SEPARATE WORDS AND THEIR AGGREGATE NUMBER OF APPEARANCES BY EIGHTHS OF THE DISTRIBUTION AFTER WORDS ARE ARRANGED IN DESCENDING ORDER OF FREQUENCY.

	NUMBER OF SEPARATE WORDS	TOTAL NUMBER OF APPEARANCES
One Eighth	3	2,954
One Fourth	9	5,907
Three Eighths	21	8,861
One Half	43	11,815

[29] Ayres, L. P. The Spelling Vocabulary of Personal and Business Letters, p. 6-7.

Five Eighths	99	14,768
Three Fourths	226	17,721
Seven Eighths	542	20,675
Eight Eighths	2001	23,629

This table is read as follows: 3 words occurring 2,954 times make up one-eighth of the entire discourse, 9 words occurring 5,907 times make up one-fourth of the entire discourse, etc.

"The facts of table IX show that when the words were arranged in the order of their frequency of appearance in the letters the 9 commonest words supplied one-fourth of the total words tabulated. Similarly, the 34 next commonest supplied the second fourth of the total, and the 183 next commonest supplied the third fourth, while the remaining words supplied the last fourth.

These facts, are presented in graphical form in diagram IV, in which the whole figure is proportional in area to the 23,629 words tabulated, each of the four interior triangles composing it is proportional in area to one-fourth of the total or 5,907 words, while the small black triangles are proportional in area in each case to the number of individual words furnishing the 5907 appearances."

While this is a comparatively small study and the first of adult writing vocabularies yet these facts seem significant.

ILLUSTRATION IV. WORD FREQUENCY DIAGRAM OF AYRES' STUDY

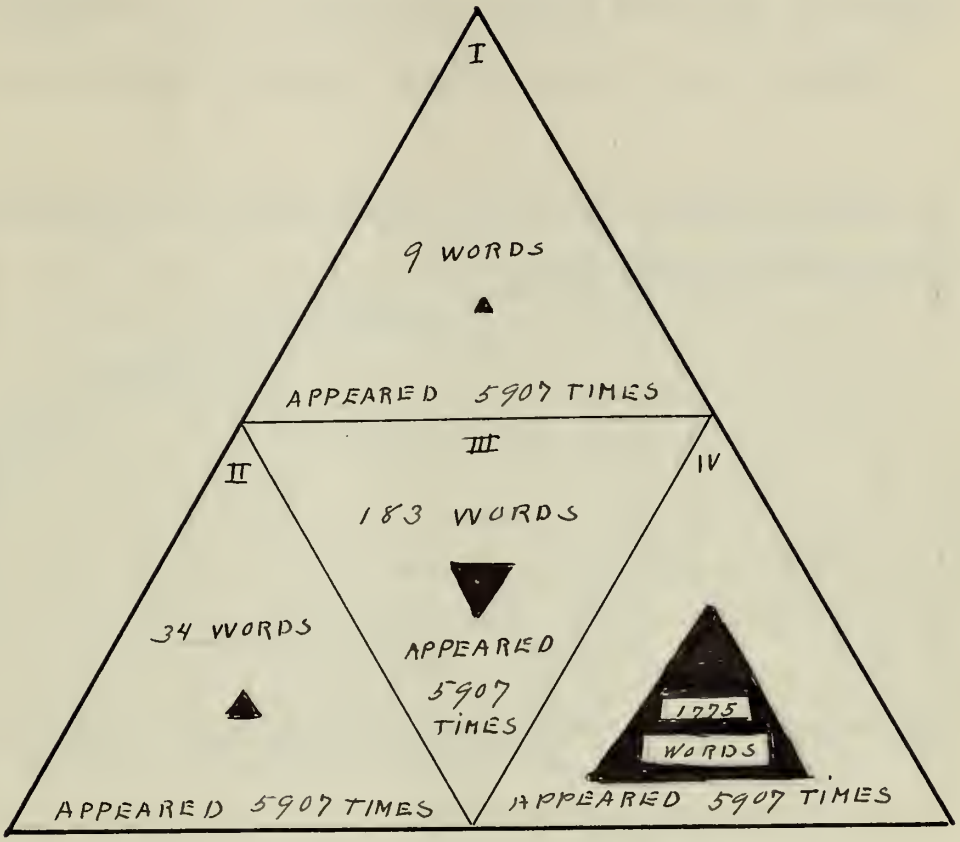
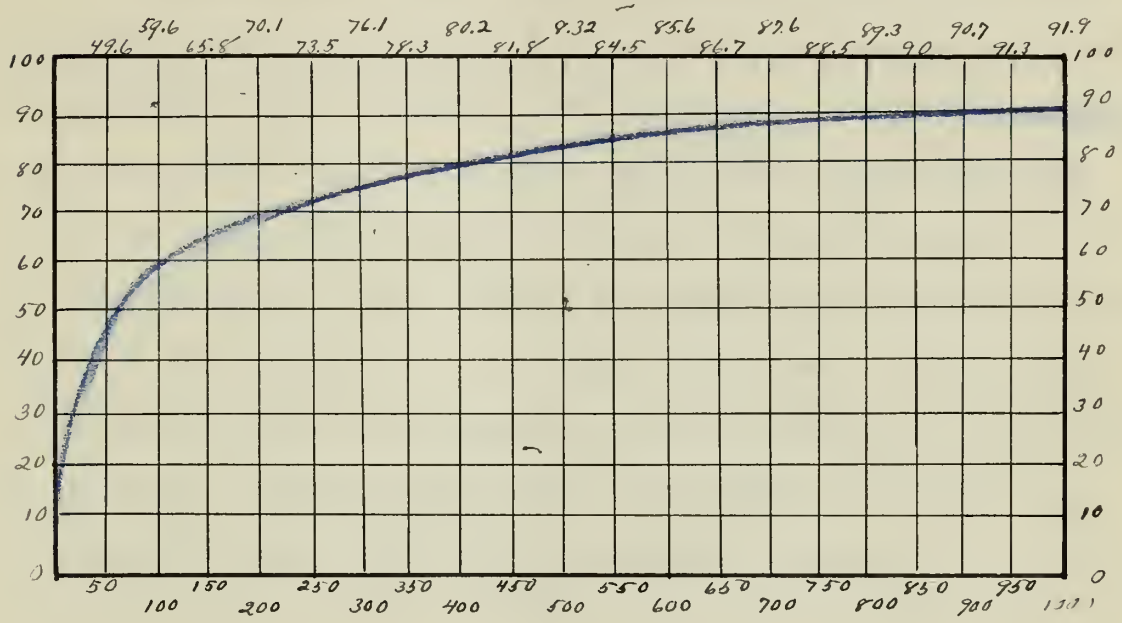


Diagram IV. "This entire figure represents the 23,629 words tabulated. The four triangles in outline represent the four quarters of the number of words. The four interior triangles in black represent the number of individual words which through repetition contribute the total number of words in each quarter."

The following graph, a cumulative curve of a compilation of the studies of Knowels, Eldridge, Ayres, and Cook and O'Shea aggregating 100,000 words confirms the indications of Ayres' study.

FIGURE V .[30] A CUMULATIVE CURVE FOR WORD FREQUENCY IN WRITTEN DISCOURSE AGGREGATING 100,000 WORDS.



The horizontal scale is for numbers of words beginning with the most frequent, the vertical scale is for the percent of the aggregate comprised by the most frequent words to the number indicated, thus 50 words (bottom of graph) make up 50 percent (left of graph) of our correspondence, 100 words 60 percent, 400 words 80 percent, 850 words 90 percent, and 1000 words 91.9 percent.

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[30] Rapeer, L. W. Teaching the Elementary School Subjects. Charles Scribner's Sons. (1917) p. 64.

Grouping for Three Levels of Ability

Since the first 1000 words make up such a large percentage of all written work and since the vocabulary needed by average pupils is somewhat less than 3000 words the dictionary usage for a piece of written work will not be arduous.

In accordance with these findings, then, the words should be grouped in such a way as to furnish three levels of ability, dull, average, and superior. In this grouping as previously stated the grade placement should be such that the pupil has already learned the meaning and use of the words through his reading or speaking vocabulary. The size of the groups for the three levels has likewise been previously stated or suggested, namely, 1000 words for the dull group, approximately 3000 words for the average group, and about 4000 for the superior group.

Selection of Basic Word List

Undoubtedly then all pupils should learn the 1000 most commonly used words in an adult writing vocabulary in so far as they remain within the limits of the reading vocabulary of dull pupils. These words together with enough from the second thousand to replace those eliminated because of their low frequency or non occurrence in the Thorndike list constitute a basic list for all pupils.

The selection and grade placement of such a list may

be accomplished in the following way:

(1) Select the first thousand words from the Commonwealth List as indicated by the frequency number 1a meaning the first five hundred most commonly used words, and 1b meaning the second five hundred most commonly used words.

(2) Write each word on a card and its frequency number in the upper left.

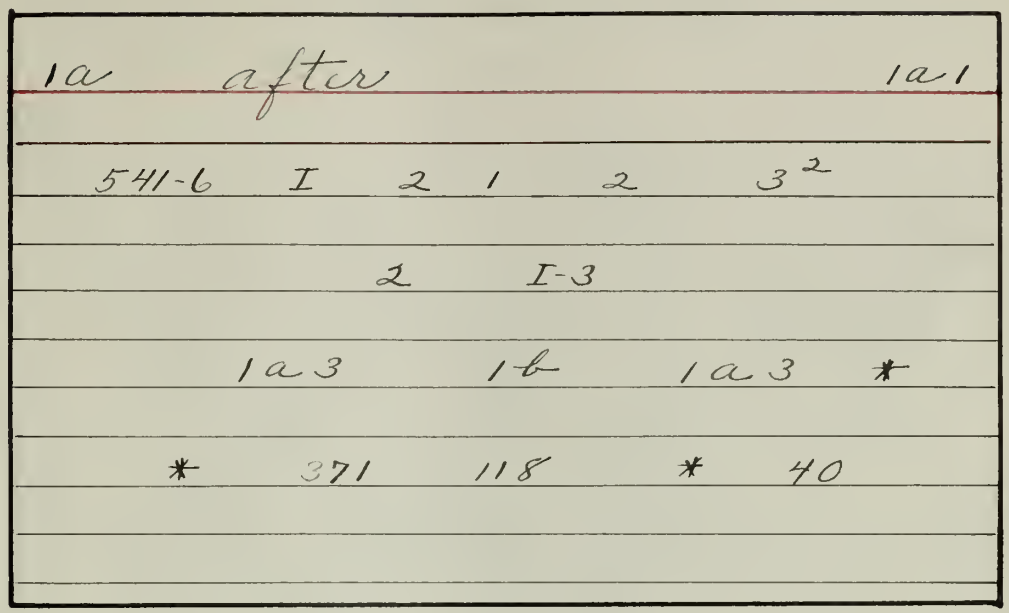
(3) Look these words up in the Thorndike List tabulating the Thorndike frequency symbol in the upper right corner.

(4) Add any other words in the first thousand of the Thorndike list that have not already been written so that the first thousand of both lists may be used for the selection of words.

(5) From the compilation copy the allocation of the word in other lists.

A sample of such a card together with its explanation is inserted on the next page.

FIGURE VI . CARD USED FOR THE SELECTION OF WORD LISTS AND ALLOCATION OF WORDS IN GRADES.



The top row on this card gives the word, the Commonwealth Frequency on the left and the Thorndike frequency on the right; the second row the frequency or grade allocation in adult vocabulary studies; the third row the grade in which children first use the word in their themes; the fourth the frequency or occurrence in preschool speaking vocabularies; and in the fifth line the frequency or occurrence in the primary reading vocabulary.

For the selection of the word lists the top row is useful. To illustrate a word to be in the Basic List should not only be in the thousand most commonly used words in writing but should also be within the limits of the reading vocabulary of dull pupils, that is it should be in the first four thousand of the Thorndike List. Hence the Commonwealth limits for this list are 1a and 1b while the Thorndike limits are 1a1 through 4b. An exception to these limits is a low frequency caused by gaps.

For example some of the abbreviations of the months have a lower frequency than this list permits which is probably due to the time of year that abbreviations were made and to the fact that abbreviations are much less frequent in reading.

In accordance with this plan the Basic List was selected, the "A" words of which are included as an illustration.

ILLUSTRATION VII . "A" WORDS OF THE BASIC LIST

	Common wealth	Thorn dike		Common wealth	Thorn dike
able	1a	1b	after	1a	1a1
about	1a	1a1	afternoon	1a	1b
above	1a	1a	again	1a	1a1
absolutely	1b	2a	against	1a	1a1
accept	1a	2a	age	1b	1b
according	1b	2a	agent	1b	4b
account	1a	1b	ago	1a	1b
acknowledge	1b	4a	agree	1b	2a
act	1b	1b	all	1a	1a1
action	1b	2a	allow	1b	1b
add	1b	1a	allowed	1b	1b
addition	1b	2b	almost	1a	1a4
address	1a	2a	alone	1b	1a4
addressed	1b	2a	along	1a	1a3
advance	1b	2a	already	1a	1b
advantage	1b	2a	also	1a	1a2
advice	1b	2b	although	1b	1b
advise	1a	2b	always	1a	1a4
advised	1b	2b	am	1a	1a4
advising	1b	2b	America		2a
afraid	1b	1b	among	1b	1a3

ILLUSTRATION VII . "A" WORDS OF THE BASIC LIST

	Common wealth	Thorn dike		Common wealth	Thorn dike
amount	1a	1b	arrange	1b	2b
an	1a	1a1	*arrive	2a	1b
and	1a	1a1	arrived	1b	1b
another	1a	1a2	article	1b	1b
answer	1a	1a4	as	1a	1a1
answering	1b	1a4	ask	1a	1a4
anxious	1b	2b	asked	1a	1a4
any	1a	1a1	asking	1b	1a4
anyone	1b	3b	association	1b	4b
anything	1a	1b	assure	1b	2b
anyway	1b	4b	at	1a	1a1
appear	1b	1b	attached	1b	3b
application	1b	3b	attempt	2a	2a
apply	1b	2a	attend	1b	1b
Apr.	27		attention	1a	2b
April	1b	2a	Aug.	5b	9
are	1a	1a1	August	1b	2a
arm	1b	1a3	away	1a	1a2
around	1a	1a3	awful	1b	2b

*Inslusion of a "2a" word explained on page

Selection of Additional List

This basic list is insufficient for the average pupil, since research shows that the average person uses approximately three thousand words in his written vocabulary.[31] Therefore in addition to this a second list should be provided. This may be designated as an Additional List since it is to be learned in addition to the Basic List by all who are capable of so doing.

The making of this list is similar to that of the Basic List. Select the words from the second and third thousand of the Commonwealth List using as many of the fourth thousand as are necessary to make up approximately two thousand words. Extend the limit in the Thorndike list to the fifth thousand. The "A" words of this list are included as a n illustration:

ILLUSTRATION VIII. "A" WORDS OF THE ADDITIONAL LIST

	Common wealth	Thorn dike		Common wealth	Thorn dike
ability	2b	4a	acquaintance	2b	3a
abroad	3b	3a	acquainted	2a	3b
absence	2a	3b	acre	4a	2b
absent	2a	3a	across	2a	1a5
absolute	3b	2b	acted	3b	1b

[31] Tidyman, W. F. Op. Cit., p. 9.

ILLUSTRATION VIII. "A" WORDS OF THE ADDITIONAL LIST

	Common wealth	Thorn dike		Common wealth	Thorn dike
accident	3a	4a	acting	3a	1b
accompany	4a	2b	active	2b	3a
accomplish	4a	2b	actual	2b	2b
accordingly	2a	3b	actually	2b	2b
accounts	2a	1b	added	2a	1a
accustomed	4b	3a	adding	4a	1a
acknowledging	3b	4a	addressed	3b	2a
addressing	4b	2a	air	2a	1a4
admiration	4b	4a	alas	4b	3a
admire	3b	2a	alike	4b	2b
admit	2b	2b	alive	3a	2a
adopt	4a	3a	allowing	3a	1b
adopted	2b	3a	altogether	2b	3b
advanced	2b	2a	ambition	3b	3a
advantages	3b	2a	American	2a	1b
affair	2b	2b	amounting	2a	1b
affairs	2a	2b	ample	3b	3b
affect	4a	3a	ancient	3b	2a
affection	3b	3b	angry	3b	2a
afford	2b	3a	animal	4b	1b
afterwards	2b	2a	ankle	4b	4a
ages	3b	1b	annual	2a	3a
agreeable	2b	3b	answered	2a	1a4
agreed	2b	2a	anybody	2b	3b
agriculture	3b	4b	anywhere	2b	4b
ahead	2a	3b	apart	4b	2a

ILLUSTRATION VIII. "A" WORDS OF THE ADDITIONAL LIST

	Common wealth	Thorn dike		Common wealth	Thorn dike
aid	2a	2a	apparent	3b	4a
aim	2b	2b	apparently	2a	4b
appeal	3a	3a	assigned	3b	3b
appearance	3a	2b	assist	2a	2b
appeared	3a	1b	assistance	2a	4a
appears	2a	1b	associated	4b	3b
applied	2a	2a	assume	2a	3b
appointed	2b	2a	assured	2a	2b
appointment	3a	2b	assuring	2a	2b
approach	4b	2a	ate	2b	2b
approve	3a	2b	attach	2b	3b
approved	2a	2b	attack	3b	2b
argument	3b	3b	attended	2b	1b
arise	4a	3a	attending	3a	1b
arms	3a	1a3	attractive	2b	4a
army	2b	1b	audience	4a	4a
arranged	2a	2b	aunt	2a	2a
arrival	2a	3h	author	3a	3a
art	2a	1b	authority	2b	2b
ashamed	2b	2b	automobile	2b	2b
aside	3a	3a	avenue	2b	2b
asleep	3b	2a	average	2a	3a
assembly	4a	3a	avoid	2b	2b
await	3a	2b	awfully	2a	2b
awaiting	2a	2b	awhile	3a	3b
awake	4a	2a			

Selection of Optional List

Still another list should be provided. "For the enrishment of the course of study in spelling," says Dr. Baker, "is an improtant need for bright pupils. Most of them complete the high school course and about one half of them go through college. They enter the professions where a large spelling vocabulary is demanded. The older type of spelling books were built in part upon a sound principle in that they provided a large list of words. Those words were difficult and exceptional, so that they were not only very suitable except for the very gifted minds. The natural reaction to this practice was to discard the old books for minimal lists which do not provide enrichment for bright pupils. Spelling, therefore, offers a very legitimate field for the enrichment of courses for bright pupils."[32]

The size of this third list or Optional List according to Tidyman[33] should be sufficient to make the entire vocabulary, basic, additional, and optional, about four thousand words.

In the selection of this list research contributes but little as extensive studies of the vocabularies or themes of superior pupils have not been made. It is probable, however, that the remaining words in children's themes and possibly the fifth and sixth thousand of the Commonwealth and Thorndike Lists are the best available helps. With

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[32] Baker, H. J. Op. Cit., p. 50-51.

[33] Tidyman, W. F. Op. Cit., p. 9.

these as a basal guide the Optional List, so called because the learning of it is optional with the pupil, was chosen, the "A" words of which are included.

ILLUSTRATION, IX. "A" WORDS OF THE OPTIONAL LIST

	Common wealth	Thorn dike		Common wealth	Thorn dike
abroad	42	4b	acquire	5b	3b
abstract	4a	3	activities	3a	7
absurd	5a	8	activity	4b	7
abundant	36	3b	actor	3l	5a
abuse	5b	3b	adapted	5a	5
acceptance	3a	9	additional	1b	5b
accent	43	4b	adequate	4b	3
access	70	5b	adjourned	3b	3
accommodate	3b	5b	adjust	2b	9
accommodation	4b	8	adjustment	1b	5
accord	5b	4a	administration	3b	5a
accordance	1b	8	admirable	5a	6
accurate	4a	3	admission	4b	5b
accuse	49	3b	adore	5b	4a
ache			advancement	5b	8
acquaint	39	3b	adventure	5b	3b
advertise	5a	5a	angle	5a	4b
advisable	2b	3	anniversary	5a	5b
affectionate	3a	5b	announce	4b	5b
agency	2b	5b	announcement	3b	7
agreement	2a	5a	annoyance	5a	4

ILLUSTRATION,IX. "A" WORDS OF THE OPTIONAL LIST

	Common wealth	Thorn dike		Common wealth	Thorn dike
agricultural	5a	4b	anticipate	3b	7
alarm	62	2b	anyhow	3b	9
algebra	5a	6	apiece	47	5a
alleged	59	9	apology	4b	4
alley	50	5a	apparatus	59	7
alliance	73	6	appetite	5a	3b
allowance	2b	6	applicant	4b	5
altar	40	3b	appoint	5a	2a
alumni	5a	4	appreciate	1a	5a
ambitious	5b	4b	appreciation	2b	4
amendment	5a	4a	appropriate	5a	6
amiable	5b	8	approval	1b	6
amuse	4b	4a	apron	5a	3b
amusement	4b	5b	area	67	3a
analysis	4a	5	arithmetic	5b	6
angel	5a	2a	arose	58	3a
arouse	66	5b	attain	5b	3b
arrangement	1b	5a	attendance	3b	5a
arrest	44	4a	attitude	2b	5b
artificial	5a	5a	attorney	2b	5a
artist	5a	3b	attract	53	4a
artistic	5b	5b	attraction	5b	5b
ascertain	3b	7	authorize	4a	7
aspect	5b	5b	auto	2b	5a

ILLUSTRATION IX. "A" WORDS OF THE OPTIONAL LIST

	Common wealth	Thorn dike		Common wealth	Thorn dike
assign	53	3b	automatic	5b	7
assistant	2b	8	avail	4b	5b
associate	5a	3b	available	1b	5
assortment	3b	5	award	50	7
assurance	3a	5b	aware	3a	5b
athletics	4b	5b	awkward	5b	9
atmosphere	4b	5b			

Allocation of Words for Each School Year

The allocation of a word for a certain school year depends upon the following:

1. The word should have been previously met either in a reading or speaking vocabulary.

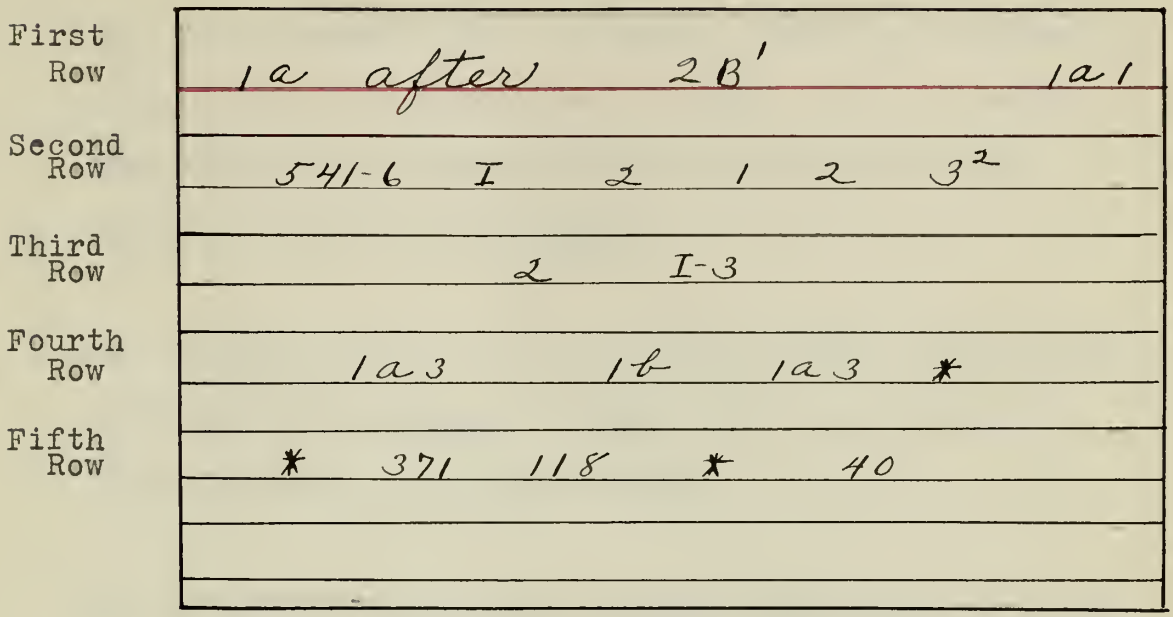
2. It should contribute to future needs.

3. It should be allocated in so far as possible in the grade in which the pupils will use it in written work.

4. The above conditions having been met, the difficulty of the word and the grade placement in other studies may be considered.

For ease in explaining the application of these criteria the card described on page 85 is again used and the completed sample included.

ILLUSTRATION X . CARD USED IN THE SELECTION AND ALLOCATION OF WORDS



First row, left "1a" gives the Commonwealth frequency; right "1a1" gives the Thorndike frequency; and the middle symbol, $2B^1$ gives the school year and list allocation. Second row gives the grade placement in other studies based on difficulty and use. The third row gives the grade in which children first use the word in their written themes. The fourth gives its use in preschool and kindergarten speaking vocabularies. The fifth row gives the occurence of the word in primary reading vocabularies.

On this card the data applicable to the first criterion are:

First row, right, "1a1" showing that after is in the first hundred of the most commonly used words in reading according to Thorndike's count of four and a half million words of which approximately 14 percent were words from children's literature.

The fifth row further confirms this as shown by the allocation in the following studies of primary reading vocabularies:

The first number, 371, is Gates' symbol of frequency signifying that there were 370 words in the reading vocabulary of primary grades occurring more frequently than the word after.

The second number, 118, is Housh's symbol of frequency indicating that after appeared 118 times in the vocabularies of 10 second readers.

The asterisk is Kircher's symbol signifying that the word after appeared in the vocabularies of 37 primers.

The last number, 40, is Packer's symbol, indicating that the word after occurred 40 times in the vocabularies of 10 first readers.

Lastly the data in the fourth row allocate the word in preschool and kindergarten speaking vocabularies as follows:

"1a3", left, signifying that after is in the third hundred of the most commonly spoken words in the kindergarten.

"1b" indicating that in the speaking vocabulary of kindergarten pupils stimulated by pictures after occurs in the second half of the first thousand most common words.

"1a3", right, signifying that in the speaking vocabulary of kindergarten children in the home after appears in the third hundred of most common words.

The asterisk, indicating that after occurred in the compilation made by the reading of the Seventeenth Yearbook of the National Society for the Study of Education.

From these data it is seen that after, as far as the first criterion is concerned, may be allocated in any grade.

The data needed to meet the second criterion are:

First row, left, 1a, the symbol for the Commonwealth List signifying that after is in the first five hundred of the most common words in adult writing vocabularies.

Second row, left, 541-6, Anderson's symbol, indicating that after occurred 541 times in his study and that it appeared in all of his classifications of callings.

Hence the need of after for future use in adult writing.

The data necessary for the third criterion are:

Third row, left, 2, Jones' symbol signifying that pupils use after in their themes in the second grade.

Third row, right, I-3, Tidyman's symbol, indicating that after is in the first thousand of the most common words used by children's themes and also that they begin its use in the third grade.

From the above data it is seen that the allocation of after should be either second or third grade. The data applicable to the fourth criterion are:

Second row, "I" Ayres' symbol signifying that he places after in grade three.

2, the Boston Word List symbol indicating the allocation of after in the second grade.

1, the Horn Ashbaugh symbol placing after in the first grade.

2, the Pryor symbol allocating after in the second grade.

3^2, the Washburn symbol, placing after in the second half of grade three.

In consideration of all of the above data $2B^1$ signi-

fying the first half of the second year, basic, seems to be the best allocation for this word.

By applying this criteria each word in the lists are allocated. To illustrate the "A" words previously given are included.

ILLUSTRATION XI. Allocation by School Years

First Year

Basic	Half Year	Additional	Optional
all			
and			
are			

Second Year

Basic	Half Year	Additional	Half Year	Optional	Half Year
an	1	arms	2		
after	1	air	2		
as	2				
ask	2				
at	1				
away	2				

Third Year

Basic	Half Year	Additional	Half Year	Optional	Half Year
about	1	across	1	ache	1
above	1	added	1		
add	2	alive	2		
again	1	art	1		
ago	2	asleep	1		
almost	1	ate	1		
along	2	aunt	1		
any	1				
anything	1				

Fourth Year

Basic	Half Year	Additional	Half Year	Optional	Half Year
able	2	absent	2	actor	2
act	2	acting	2	alarm	1
afraid	1	adding	2	anyhow	2
against	1	ahead	1	auto	1
age	2	alike	1		
alone	1	annual	1		
also	1				
always	1				
among	2				

Fourth Year Continued

Basic	Half Year	Additional	Half Year	Optional	Half Year
another	1				
answer	1				
April	2				
August	2				

Fifth Year

Basic	Half Year	Additional	Half Year	Optional	Half Year
account	2	acre	2	abuse	1
action	2	acted	1	accord	2
addition	2	active	2	alley	2
address	2	afterwards	2	amuse	2
agree	2	ages	1	apron	1
allow	1	agreed	2	arithmetic	2
already	1	aim	2	arose	1
although	2	American	1	arrest	1
amount	2	angry	1	artist	1
answering	1	ankle	2	aware	2
anyone	2	answered	1		
appear	1	anybody	2		
Apr.	2	anywhere	2		

Fifth Year

Basic	Half Year	Additional	Half Year	Optional	Half Year
asking	1	army	1		
attend	2	ashamed	2		
Aug.	2	aside	2		
awful	2	automobile	2		
		awhile	2		

Sixth Year

Basic	Half Year	Additional	Half Year	Optional	Half Year
absolutely	1	absolute	2	accent	2
accept	1	addresses	1	accuse	1
according	1	admire	2	adjusted	2
acknowledge	2	admit	1	adventure	1
addressed	1	advanced	1	apiece	2
advance	1	aid	1	appetite	1
advantage	1	allowing	1	appreciation	2
advice	2	altogether	2	area	1
advise	1	apart	1	artistic	2
advised	2	appeared	2	assign	1
advising	2	approve	2	assistant	2
agent	2	arranged	2	athletics	2
allowed	1	assist	2	attain	1

Sixth Year Continued

Basic	Half Year	Additional	Half Year	Optional	Half Year
America	1	attach	2	avail	1
anxious	2	attended	1	awkward	2
anyway	2	attending	1		
application	2	author	2		
apply	1	avenue	1		
arrange	2	avoid	2		
arrive	2				
arrived	1				
article	1				
association	2				
assure	2				
attached	2				
attempt	2				
attention	1				

Seventh Year

Basic	Half Year	Additional	Half Year	Optional	Half Year
		absence	2	aboard	1
		accident	2	acceptance	2
		accompany	2	accommodate	1
		accomplish	2	accordance	2

Seventh Year

Additional	Half Year	Optional	Half Year
accounts	1	accurate	2
acquainted	2	acquaint	1
actual	1	acquire	1
actually	1	additional	2
addressing	1	administration	1
adopt	2	admission	1
adopted	2	advertise	1
affairs	1	agency	1
affect	2	algebra	2
afford	2	alliance	2
agriculture	2	amusement	2
ambition	2	analysis	2
amounting	1	anniversary	1
ample	2	announce	1
annual	1	announcement	2
appeal	2	approval	2
appears	1	arouse	2
appointed	1	arrangement	1
approach	1	aspect	1
approved	1	associate	1
arise	2	assurance	2
assembly	2	attendance	2

Seventh Year Continued

Additional	Half Year	Optional	Half Year
assigned	2	attitude	2
assistance	2	attract	1
associated	2	attraction	1
assured	1	authorize	2
assuring	2	automatic	2
attack	2	available	2
average	2	award	2
await	1		
awaiting	2		
awfully	1		

Eighth School Year

Additional	Half Year	Optional	Half Year
ability	2	abstract	2
abroad	1	absurd	2
accordingly	1	abundant	1
accustomed	1	access	1
acknowledging	2	accommodation	2
acquaintance	1	activities	2
admiration	2	adapted	2
advantages	1	adequate	2

Eighth School Year Con.

Additional	Half Year	Optional	Half Year
affair	1	adjourned	2
affection	1	adjust	1
agreeable	1	adjustment	2
alas	1	admirable	2
agricultural	2	adore	2
ancient	1	advancement	2
apparent	2	advisable	2
apparently	2	affectionate	1
appearance	1	agreement	1
appointment	2	alleged	2
argument	1	allowance	1
arrived	1	altar	1
assume	1	alumni	2
attractive	1	ambitious	1
audience	2	amendment	1
authority	1	amiable	1
		angel	1
		angle	2
		anniversary	1
		announce	1
		announcement	2
		annoyance	2
		anticipate	2

Eighth School Year Continued

Additional	Half Year	Optional	Half Year
		apology	2
		apparatus	2
		applicant	2
		appreciate	1
		appropriate	2
		artificial	1
		ascertain	2
		assortment	2
		atmosphere	1
		attorney	1
		authorized	2

The complete allocation is shown by the following table:

ALLOCATION OF WORDS BY LISTS AND YEARS

Year	Basic	Word Lists Additional	Optional	Total
First	50			50
Second	100	128	50	278
Third	225	225	75	525
Fourth	250	325	150	725
Fifth	200	350	200	750
Sixth	175	350	200	725
Seventh		300	275	575
Eighth		200	250	450
Total	1000	1878	1200	4078

This table is read the first year basic lists contains 50 words; the second year basic 100 words, the second year additional 128 words, the second year optional 50 words, the total of the three second year lists is 278 words.

Having given a criteria for the selection of words and having selected the spelling vocabulary in accordance with these criteria the remaining words in the compilation and in the first five thousand of both the Commonwealth and the Thorndike Lists may be not only interesting but enlightening as to a possible cause for the disagreement of the ten spellers referred to in the introduction.

Many words in the first four thousand of the Commonwealth list are allocated in the seventh, eighth, and ninth thousand of the Thorndike list, while a small number are zero words. (that is words not appearing in the list) Conversely many words in the first four thousand of the Thorndike list are allocated in the seventh, eighth, and ninth thousand of the Commonwealth list, and frequently they are zero words. This is more forcibly explained by the fact that it was necessary to go into the second thousand of both the Thorndike and Commonwealth Lists to obtain 1000 words satisfying the criteria. Likewise it was necessary to use nearly all of the first four thousand of both lists to obtain 2878 words for the basic and additional lists satisfying the criteria. Of the cards containing the first five thousand of these two lists approximately three and one-half thousand could not be used.

From the above data it is seen that the selection of words from these lists without comparisons may result in wide range in both lists. To illustrate, Bagley, in The Mastery Speller[33] used the first three thousand of four vocabulary studies totaling 5168. In his note the allocation of the following words when checked by the Commonwealth List.(The latest adult vocabulary study) and by the Thorndike List(the most extensive reading vocabulary study).

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[33]Bagley, W. C. and Smith, J. H. The Mastery Speller, Book Two. D. C. Heath and Co. 1928. p. 3.

WORDS FROM THE MASTERY SPELLER

Common-wealth	Word	Thorndike
46 (7th thousand)	bonnet	4a
0	booties	0
42 (7th thousand)	butcher	3a
0	casket (8th thousand)	5
0	crosspiece	0
0	crotch	0
0	donkey	4a
0	heave	3b
0	lumbering	2b
35 (8th thousand)	portrait (9th thousand)	4
0	sire	3b
0	stereoscope	0
0	whoa	0
0	wristlet	0

Such an illustration shows the necessity not only for using studies from every field of vocabulary research but also for comparison of the allocations of these words in the Commonwealth and Thorndike Lists. To avoid these occurrences in this spelling vocabulary study tabulations of such word allocations were made. An illustration of which, a sample tabulation of the fifth list is included on the following page.

TABULATION OF THE THORNDIKE ALLOCATION OF THE FIFTH YEAR ADDITIONAL LIST

1a1	1a2	1a3	1a4	1a5	1b	2a	2b	3a	3b	4a	4b
//	////	////	////	////	////	////	////	////	////	////	////
	///	////	///	////	////	////	////	////	////	////	/
		/		////	////	////	////	////	////	////	
				//	////	////	////	////	///		
					////	////	////	////			
					////	////	////	////			
					////	////	////	//			
					////	////	////				
					////	////	////				
					////	////	////				
					////	////	////				
					////	////	////				
					////	////	/				
					////	////					
					////						
					////						
					////						
					////						
					////						
					///						
2	8	11	8	17	103	70	61	32	18	14	6

To make this tabulation record a tally for each word in the frequency column in which it was allocated in each of the lists. To illustrate, the word angry occurs in the Commonwealth 3b frequency, hence a score was placed in column 3b in the first tabulation. It occurs in the Thorndike 2a frequency, accordingly a tally is placed in column 2a in the second tabulation.

To show complete tabulations of this spelling vocabulary the charts on pages 114 and 115 are included. The first not only indicates the frequency range in the Commonwealth List but also shows the variation in this range from the most frequent in the basic list to the less frequent in the optional list. Likewise on the second chart similar facts are shown concerning the Thorndike frequency.

Problem Six

These lists to be functional must be further grouped into units of study which in turn becomes the sixth problem. Since the solution of the problem is dependent upon extensive data gathered from experimentation in the fields of educational method and psychology and since it is concerned with the functioning of the spelling vocabulary rather than with the determining of it, the solution of this problem is omitted in this study.

Problem Seven

Having selected the vocabulary, having divided it into

LOCATION OF WORDS IN THORNDIKE LIST

Thousand

	WORD LIST	First						Second		Third		Fourth		Fifth		Sixth	Seventh	Eighth	Ninth	Tenth	Beyond	TOTAL
		a1*	a2	a3	a4	a5	b	a	b	a	b	a	b	a	b							
I	Basic	*1 23	15	6	3	0	2															50
II	Basic	1 3	5	10	18	16	45	2														100
	Additional	1 3	9	12	18	19	53	13														128
	Optional					1	8	15	18	6	2											50
III	Basic	1 36	56	44	28	26	34															225
	Additional	1 8	17	19	18	51	63	29	19													225
	Optional						11	14	14	10	10	10	6									75
IV	Basic	4	25	47	25	20	71	38	16						1		2			1		250
	Additional	3 3	14	19	14	22	111	76	21	29	13											325
	Optional							28	29	24	14	10	12	9	12	12						150
V	Basic	1	4	13	13	11	83	29	13	16	12					1			1		3	200
	Additional	2	11	14	9	15	104	61	68	28	19	12	7									350
	Optional							23	33	23	17	20	13	17	21	14	18	1				200
VI	Basic	1			3	3	7	80	23	19	17	11	10							1		175
	Additional	1			5	4	51	94	80	51	31	18	15									350
	Optional						2	13	6	19	24	2	19	19	19	25	27	3	7			200
VII	Additional						19	57	60	57	47	36	24									300
	Optional	1						2	6	18	21	9	20	33	53	42	40	15	9	6		275
VIII	Additional							12	17	50	37	54	30									200
	Optional							2	1	9	12	11	12	27	35	47	38	23	21	12		250
TOTALS		95	158	187	158	193	664	588	424	359	276	193	168	105	141	141	125	42	38	20	3	4,078

* Marked 1a only in Word Book.

LOCATION OF WORDS IN THE COMMONWEALTH LIST

YEAR	WORD LIST	First Thousand																
		First		Second		Third		Fourth		Fifth		Sixth	Seventh	Eighth	Ninth	Tenth	Not Listed	
		A	B	A	B	A	B	A	B	A	B							
1	Basic	43	7															50
11	Basic	93	7															100
	Additional			53	28	23	24											128
	Optional							10	5	18	17							50
111																		
	Basic	147	77														1	225
	Additional			69	62	44	50											225
	Optional							6	7	32	24	6						75
1V	Basic	102	138	1		3	1										5	250
	Additional			86	67	66	46	36	24									325
	Optional		1		2	2	2	10	13	7	6	60	47					150
V	Basic	72	117	1		1		1			1			2			5	200
	Additional			79	70	76	70	34	21									350
	Optional	2	2	5	10	10	14	12	13	29	28	48	27					200
V1	Basic	35	119	15		1		1									4	175
	Additional			38	66	65	58	65	58									350
	Optional	1	3	5	9	10	14	6	16	39	28	46	22					200
V11	Additional			62	68	49	41	42	38									300
	Optional	3	12	9	17	21	22	21	18	52	56	32	12					275
V111	Additional			24	25	35	40	41	35									200
	Optional	1	3	8	16	15	15	16	26	71	39	30	9		1			250
TOTALS		499	486	455	440	421	397	301	274	248	199	222	118	2	1		15	4,078

lists adapted to individual differences and having further divided these lists into units of study still another problem remains in order that the vocabulary may be closely correlated with written English in accordance with the purpose of spelling. This problem is that of making it possible for a pupil to readily ascertain whether a word has been in his spelling vocabulary and hence whether he is responsible for the correct spelling of this word.

The solution of this problem is the alphabetization of the complete vocabulary together with the year, half year and list location. To accomplish this the cards were arranged in alphabetical order, and[34] words recorded together with their allocation. To illustrate the "A" words are included.

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[34]Mahoney, J. J. Op Cit p. 25.

Spelling Vocabulary

ABILITY — ACT

A		A	
ability	8A 2	accompany	7A 2
able	4B 2	accomplish	7A 2
aboard	70 1	accord	50 2
about	3B 1	accordance	70 2
above	3B 1	according	6B 1
abroad	8A 1	accordingly	8A 1
absence	7A 2	account	5B 2
absent	4A 2	accounts	7A 1
absolute	6A 2	accurate	70 2
absolutely	6B 1	accuse	60 1
abstract	80 2	accustomed	8A 1
absurd	80 2	ache	30 1
abundant	80 1	acknowledge	6B 2
abuse	50 1	acknowledging	8A 2
accept	6B 1	acquaint	70 1
acceptance	70 2	acquaintance	8A 1
accent	60 2	acquainted	7A 2
access	80 1	acquire	70 1
accident	7A 2	across	3A 1
accommodate	70 1	act	4B 2
accommodation	80 2		

Spelling Vocabulary

ACTED — ADVISABLE

A

acted	$5A^1$	adjust	80^1
acting	$4A^2$	adjusted	60^2
active	$5A^2$	adjustment	80^2
activities	80^2	administration	70^2
activity	80^2	admirable	80^2
action	$5B^2$	admiration	$8A^2$
actor	40^2	admire	$6A^2$
actual	$7A^1$	admission	70^1
actually	$7A^1$	admit	$6A^1$
adapted	80^2	adopt	$7A^2$
add	$3B^2$	adopted	$7A^2$
added	$3A^1$	adore	80^2
adding	$4A^2$	advance	$6B^1$
addition	$5B^2$	advanced	$6A^1$
additional	70^2	advancement	80^2
address	$5B^2$	advantage	$6B^1$
addressed	$6B^1$	advantages	$8A^1$
addresses	$6A^1$	adventure	60^1
addressing	$7A^1$	advertise	70^1
adequate	80^2	advice	$6B^2$
adjourned	80^2	advisable	80^2

Spelling Vocabulary

ADVISE — ALLOWED

A

advise	6B 1	agreeable	8A 1
advised	6B 2	agreed	5A 2
advising	6B 2	agreement	80 1
affair	8A 1	agricultural	8A 2
affairs	7A 1	agriculture	7A 2
affect	7A 2	ahead	4A 1
affection	8A 1	aid	6A 1
affectionate	80 1	aim	5A 2
afford	7A 2	air	2A 2
afraid	4B 1	alarm	40 1
after	2B 1	alas	8A 1
afternoon	3B 2	algebra	70 2
afterwards	5A 2	alike	4A 1
again	3B 1	alive	3A 2
against	4B 1	all	1B
age	4B 2	alleged	80 2
agency	70 1	alley	50 2
agent	6B 2	alliance	70 2
ages	5A 1	allow	5B 1
ago	3B 2	allowance	80 1
agree	5B 2	allowed	6B 1

Spelling Vocabulary

ALLOWING		ANSWERING	
A		A	
allowing	6A 1	ample	7A 2
almost	3B 2	amuse	50 2
alone	4B 1	amusement	70 2
along	3B 2	an	1B
already	5B 1	analysis	70 2
also	4B 1	ancient	8A 1
altar	80 1	and	1B
although	5B 2	angel	80 1
altogether	6A 2	angle	80 2
alumni	80 2	angry	5A 1
always	4B 1	animal	4A 1
am	2B 1	ankle	5A 2
ambitious	80 1	anniversary	70 1
amendment	80 1	announce	70 1
ambition	7A 2	announcement	70 2
America	6B 1	annoyance	80 2
American	5A 1	annual	7A 1
amiable	80 1	another	4B 1
among	4B 2	answer	4B 1
amount	5B 2	answered	5A 1
amounting	7A 1	answering	5B 1

Spelling Vocabulary

ANTICIPATE		ARISE	
A		A	
anticipate	80 2	applicant	80 2
anxious	6B 2	application	6B 2
any	3B 1	applied	7A 1
anybody	5A 2	apply	6B 1
anyhow	40 2	appoint	70 1
anyone	5B 2	appointed	7A 1
anything	3B 1	appointment	8A 2
anyway	6B 2	appreciate	80 1
anywhere	5A 2	appreciation	60 2
apart	6A 1	approach	7A 1
apiece	60 2	appropriate	80 2
apology	80 2	approval	70 2
apparatus	80 2	approve	6A 2
apparent	8A 2	approved	7A 1
apparently	8A 2	Apr.	5B 2
appeal	7A 2	April	4B 2
appear	5B 1	apron	50 1
appearance	8A 1	are	1B
appeared	6A 2	area	60 1
appears	7A 1	argument	8A 1
appetite	60 1	arise	7A 2

Spelling Vocabulary

ARITHMETIC — ASSURE

A

arithmetic	50 2	ascertain	80 2
arm	3B 2	ashamed	5A 2
arms	2A 2	aside	5A 2
army	5A 1	ask	2B 2
arose	50 1	asked	3B 2
around	3B 1	aasking	5B 1
arouse	70 2	asleep	3A 1
arrange	6B 2	aspect	70 1
arranged	6A 2	assembly	7A 2
arrangement	70 1	assign	60 1
arrangements	70 2	assigned	7A 2
arrest	50 1	assist	6A 2
arrived	8A 1	assistance	7A 2
arrive	6B 2	assistant	60 2
arrives	6B 1	associate	70 1
art	3A 1	associated	7A 2
article	6B 1	association	6B 2
artificial	80 1	assortment	80 2
artist	50 1	assume	8A 1
artistic	60 2	assurance	70 2
as	2B 2	assure	6B 2

Spelling Vocabulary

ASSURED — AWFUL

A

assured	7A 1	Aug.	5B 2
assuring	7A 2	August	4B 2
at	2B 1	aunt	3A 1
ate	3A 1	author	6A 2
athletics	60 2	authority	8A 1
atmosphere	80 1	authorized	80 2
attach	6A 2	authorize	70 2
attached	6B 2	auto	40 1
attack	7A 2	automatic	70 2
attain	60 1	automobile	5A 2
attempt	6B 2	avail	60 1
attend	5B 2	available	70 2
attendance	70 2	avenue	6A 1
attended	6A 1	average	7A 2
attending	6A 1	avoid	6A 2
attention	6B 1	await	7A 1
attitude	70 2	awaiting	7A 2
attorney	80 1	awake	4A 2
attract	70 1	award	70 2
attraction	70 1	aware	50 2
attractive	8A 1	away	2B 2
audience	8A 2	awful	5B 2
awfully	7A 1	awkward	60 2
awhile	5A 2		

Summary

In the foregoing pages an attempt has been made to develop a method of procedure by which a functional spelling vocabulary may be determined. Such a method was deemed necessary because of an analysis of recent spelling books.[35]

The result of this analysis showed that there was little agreement among the authors in regard to: (1) the words which were included, (2) the grades in which these words were placed, (3) the number of words needed, and (4) the provision for individual differences.

In trying to improve these conditions the purposes and objectives of spelling were used as the bases for the collection of data. With such bases the various types of vocabulary studies, namely, adult writing, children's themes, speaking, and writing, were collected and compiled together with the frequency and grade allocation of each word. The purposes of this compilation were:

1. To obtain a group of words from which to select a spelling vocabulary.

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[35] Selke, E. Op. Cit., p 767-770.

2. To help in the grade allocation of words.

Before this selection was made, however, the number of words needed by pupils of different levels of ability was determined by the collection and use of data from the field of mental measurement and from the findings of experimentations in educational psychology and methods.

Having determined the number of words necessary for these levels of ability in spelling the next step was to select word lists suited to these needs. The words in the lists were in turn allocated in the different school years in accordance with the pupils' writing needs and their previous acquaintance with the words as shown by reading and speaking vocabularies.

Finally the entire spelling vocabulary was alphabetized in order that it might be functional in all written work.

The use of such a method combined with sufficient vocabulary studies of the various types and contributions from the fields of measurement, method, and psychology should result in a much higher percentage of agreement both in the words included and in the grade allocation of these words.

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